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A COMPARISON OF THE SOCIAL STUDIES 30
AND SOCIAL STUDIES 30X COURSES

by



SHARON C. LANG

A THESIS

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "A Comparison of the Social Studies 30 and Social Studies 30X Courses" submitted by Sharon Carole Lang in partial fulfilment of the requirements for the degree of Master of Education.

ABSTRACT

This survey compares the Social Studies 30 Program with the Social Studies 30X Program as taught in Alberta High Schools during the term 1966/67. Its purpose is to establish whether or not the new course represents a shift in content emphasis and whether or not there is any change in the prescribed teaching method. The content was studied in three stages. First, the study compares the objectives of the two courses, both the broad philosophical objectives and the specific unit objectives. Second, it compares the content of the two courses as found in the prescribed textbooks. Finally, it compares the two 1967 Departmental examinations. For purposes of identifying content, each objective, understanding, and examination question was classified as political, economic, or social.

The shift in method was studied by classifying the two sets of objectives and examination questions according to Bloom's Taxonomy: Cognitive Domain, and comparing the findings.

The results of this survey show that there has indeed been a shift in emphasis from political to economic content, and to the inclusion of more attention to social concepts. The emphasis has been placed on normative as well as factual knowledge in the new course. In addition, the new course emphasizes the interrelationships between political, economic, and social concepts.

Functional skills are strongly emphasized in the Social Studies 30X course with the stress on skills used in problem-solving. Thus there is a shift from emphasis on specifics to emphasis on interpretation and evaluation.

Thus the new course represents a shift in both content emphasis and in the prescribed teaching method.

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CHAPTER I

INTRODUCTION

The New Social Studies

The past decade has seen the development of a number of new courses and methods designed or re-designed to meet the new demands of the society in which we live. The social studies of the 1960's has taken on a new look in content. Illustrative is the contemporary issues approach "which focuses to a large extent on current social studies".¹ Proportionately, more attention is given to economic and social issues and less to political history. Similarly, more material is included on the emerging nations and proportionately less on the Western world.

These changes have been indicated in the new aims of the social studies. Fenton lists new social studies objectives emphasizing the development of attitudes and values, and the use of a mode of inquiry as well as including attention to content.² An objective of the new social studies is to make "better intellectual tools available, so that children can learn to cope with a world in which it is not only knowledge but the human condition itself that is changing."³ We find that values and attitudes are emphasized strongly in the new courses

¹ John D. Haas, "Whither the Social Studies?" The Social Studies, LVIII (February, 1967), page 58.

² Edwin Fenton, "History in the New Social Studies", Social Education, XXX (May, 1966), pages 325 - 328.

³ F. K. Patterson, "Values and Social Studies Curriculum", National Catholic Education Association, LXII, page 387.

The necessity of a general education is emphasized in the new social studies and this involves a new approach. Johnson states:

"A general education in social knowledge does not so much require new knowledge as a new view of the knowledge we have and a new method of dealing with it."⁴

The method suggested by the new social studies is that of the problems approach, which emphasizes the development of a scientific attitude in examining present-day society.

An important function of the schools and of the social studies in particular is the development of good citizenship. The proponents of the new social studies indicate that this can best be achieved by the use of the problems approach in the new social studies. The student must learn to judge issues, not on the basis of his preconceived notions, but with as complete a knowledge as possible of the issues. Dimond states:

"The hope for better citizens, who understand society and perform their social obligations, lies not in increased emphasis on subject matter as such, but on teaching procedures that stress participation and thinking and are consistent with the principles of good mental health."⁵

The inquiry approach involves the steps of recognizing a problem, defining the problem, stating hypotheses, collecting information, coming to tentative conclusions, and applying these conclusions. "If the good citizen may be defined as the reasonable, knowledgeable, or informed

⁴E. S. Johnson, Theory and Practice of the Social Studies, (New York: MacMillan Company, 1956), page 103.

⁵S. E. Dimond, Schools and the Development of Good Citizens, (Detroit: Wayne University Press, 1953), page 207.

citizen, then this approach should foster the development of good citizenship..."⁶

Reasons for Changes in Content

Redefinition of the social studies curriculum is necessitated by the political, economic, and social changes which have taken place in our society. Engle lists five reasons for such a change:

" ... social and economic change of a kind and magnitude never before experienced in the world; an unprecedented expansion in recent times in the sheer quantity of dependable knowledge; closely related to this, far reaching changes in the theoretical bases of the several social science disciplines (including history) upon which instruction in the social studies is based; new knowledge and new theories about learning and how it may be expedited; and the sheer massiveness of the task of educating for today's excruciatingly complex and mobile world."⁷

One of the most important changes has been the move from a selective high school to one which implements mass education. This emphasizes the need for shifting from the presentation of factual background only. For most students, high school is terminal and it is very necessary that they be exposed to knowledge which they can put to use in the world in which they will work. This knowledge is necessary because these people vote, and because they participate in our complex society.

New ideas have been developed regarding the social sciences. The usefulness of history, traditionally the main course of the social studies is being questioned. Engle states "the rapidity of change today reduces

⁶ G.L. Berry, "The Philosophy of the New Social Studies", (A paper delivered to the Edmonton Regional Council of the Social Studies, June 13, 1967), pages 5 - 8.

⁷ Shirley Engle, "The Social Studies Look to the Future", Social Studies in the Senior High School, Curriculum Series (Number 7, 1965), page 116.

the possibility of learning from history".⁸ Dante states that "the primary goal of effective social studies teaching ought to be to involve students in the process of reflective thought on issues facing contemporary society".⁹ History, he feels, does not serve the purpose. This it has been necessary to change the social studies from predominantly history courses to those incorporating a number of the social sciences. Even these have undergone changes. For example "the economic principles which were treated as laws in the 1920's are recognized as having limited validity today."¹⁰ Similarly, the idea of a "cultural concept" is a recent invention of the social scientists. On the basis of these facts it has been necessary to change the basis of the social studies.

Today's world is very complex and highly mobile and will become more so. The student lives in a "global neighbourhood".¹¹ This has led to a greater interest in the non-Western world. An understanding of the problems of the day is important for all students since all are involved. Many of these problems are economic and social. Although a knowledge of political situations and background is appropriate, at least as great attention must be given to the economic and social concepts and theories involved in these problems.

⁸Loc. cit.

⁹Harris L. Dante, "The Humanities, History and the Goals of the Social Studies", Social Education, XXXI (May, 1967), page 402.

¹⁰Engle, op. cit., page 118.

¹¹H. M. Cummings, "The Social Studies in the Secondary School Today", Social Studies in the Senior High School, Curriculum Series (Number 7, 1954), page 2.

Reasons for Changes in Method

The reasons listed for changes in content apply as well to the need for changes in method. Two of the most important and far reaching changes have been the implementation of mass education and the achievement of universal suffrage. Every adult can influence affairs through the casting of his vote. As long as he does so, he should be well informed and able to consider problems thoughtfully. The development of these abilities is generally considered to be the function of the school, and in particular, that of the social studies. Dante has written:

"Every study that has ever been made has shown that students enter high school and emerge four years later virtually unscathed in regard to their basic attitudes. Their beliefs remain conditioned by their prejudices and their affiliations. They have not learned to examine their values now have they learned to think critically and independently."¹²

He also proposed a solution:

"... the best way that we can serve students is to teach them a method of inquiry which will give them some basis for making choices when they are confronted with two or more alternatives."¹³

What is frequently referred to as the knowledge explosion has had a great impact on the social studies.

"It is no longer possible for anyone, including the finest scholar, to know all there is to know, even in a single field of knowledge, a task which some colossal scholars of the past used to do fairly well." ¹⁴

¹²Dante, op. cit., page 402.

¹³Ibid., page 403.

¹⁴Engle, op.cit., page 118

Since all facts cannot possibly be taught, and certainly not remembered, new procedures must be found. An obvious procedure is that of selection, teaching some facts and ignoring others. The difficulty here lies in deciding the criteria for determining which facts are to be taught. Another procedure is that of organizing knowledge. Knowledge is constantly being organized and stored in research libraries, computers and the like. It is not useful for students to learn numerous details; it is useful for them to know where to find the facts and how to employ these facts in the process of problem-solving and critical thinking.

New knowledge and new theories of knowledge are constantly being developed.

"Knowledge is power only when the individual who possesses it feels compelled to follow through with its logical consequences -- action,"¹⁵

and

" . . . facts learned out of the necessity to make an intellectual decision are more easily learned and less quickly forgotten."¹⁶

Since so much new knowledge is being developed, it becomes necessary to move to a new frame of reference, one in which facts are used in order to develop solutions. Since it is impossible to predict what facts will be needed in the coming years it is essential that the student learn where to find the facts as they become relevant.

¹⁵S. S. Brodbelt, "Population Crisis: Education's Challenge and Moral Commitment", The Social Studies, LVIII (February, 1967) page 76.

¹⁶Engle, op.cit., page 121.

Revision of social studies content and method has been necessary because of the lack of course change in previous years, during which many social and economic changes have taken place. Because of the enormous economic and social changes which are taking place it has been seen to be essential to change the content of the social studies from a primarily western view and study to one which includes the entire world, and from a study of political institutions and historical events to one dealing with economic concepts and social viewpoints. Because of the great expansion in knowledge, the development of new knowledge, the implementation of mass education, and the development of new theories of learning, it has been seen to be necessary to move to a problems approach, dealing with contemporary issues.

The New Social Studies in Alberta

A new social studies course was introduced in Alberta for the 1966-67 term. This Grade XII course, known as Social Studies 30X, was taught on an experimental basis for that term by five teachers in Alberta. The students used multilithed textbooks and wrote a separate Departmental examination. For the 1967-68 term the course was adopted as the official Social Studies 30 course, replacing the former course.

The new approach is marked by changes from one of chronological survey and historical narrative to one of problem clusters and attempted solutions.

The changes in content were explained by Gerald Berry, one of the members of the curriculum committee which developed the course. Neither the student nor society can predict the knowledge which will be needed

in the future. The old social studies framework left coverage of the years after 1915 for Grade XII. Thus the committee sought representative problems or sample case studies within this period which it felt would interest the students. Berry explains that the choice of content is related closely to the method. Because technology can store and produce data on demand, it is more important that the student learn to use data than that he memorize facts. Thus the skills of data collection, critical examination, and application are emphasized.¹⁷

The purpose of the social studies is "to produce the good man and the wise citizen."¹⁸ In 1950 The New York Times survey concluded the following:

"Citizens in a democracy must learn about controversial questions. They need to know how to define and clarify an issue, how to collect and appraise arguments and evidence, how to discuss the problem with their fellow citizens, and how to reach an intelligent solution." ¹⁹

This is the goal of the new social studies and it is this goal which leads to changes in content and approach from the old course.

History of Social Studies in Alberta

In 1905 Alberta became a province and a Department of Education was established. The curriculum of the Northwest Territories was adopted, and the social studies subjects taught were history and geography which were treated separately, although acknowledged to be closely related. Both were obligatory in Grade XII. The geography taught was mainly physical geography and emphasized the geography of

¹⁷ Berry, op. cit., pages 5 - 8

¹⁸ Alberta, Department of Education, Senior High School Curriculum Guide for Social Studies 10, 20, 30 and 33, September, 1967, page 106.

¹⁹ Clark (ed.), Current Events and Modern Education, (New York: New York Times Company, 1950), page 256.

Canada although a general world geography was included. The history course dealt with major events of Canadian history with particular attention to events subsequent to 1840. As well, there was attention to the outlines of British history.²⁰

In 1912 there was a general revision of the curriculum which affected the social studies. The geography course was eliminated in Grades XI and XII and history was required in all four high school grades. The Grade XII course emphasized the leading events of Canadian history with particular reference to events after 1760. British history, particularly since 1485, and the English constitution were also included.²¹

In 1924 another revision of curriculum took place, in which the social studies subjects were changed so that the following subjects were taught:²²

History 1 - Grade IX - Ancient and Medieval History

History 2 - Grade X - British History from 1485 to the Present Day

History 3 - Grade XI - Canadian History, Canadian Civics and Canadian Economics

History 4 - Grade XII- General History of the Modern Age and English Constitutional History

History 4 began with a study of the Middle Ages and followed "the fortunes of the peoples of the Western world through political, economic social, intellectual and cultural changes down to the Great War and the

²⁰ Alberta, Department of Education, Annual Report, 1906, page 93.

²¹ Alberta, Department of Education, Annual Report, 1912, page 154.

²² Alberta, Department of Education, Handbook for Secondary Schools, 1925, page 84.

present day."²³ It is interesting to note that economics formed a part of the Grade XI course. Geography was limited to one year, Grade XI, and was not required.

In 1936 Alberta adopted the "6-3-3" plan, thus limiting high school to Grades X, XI and XII. Economics, geography, sociology and history were integrated into social studies courses, which were compulsory for each year of high school. The Grade XII course consisted of four units entitled International Relationships, Outstanding Developments in Different Countries, Commonwealth problems and Canadian Problems. The course dealt with national, imperial and international problems from 1914 to the present. Current events dealing with these topics were to be included as well, and the suggested time allotted them was two or three periods per month.²⁴ Thus it can be seen that the Grade XII course dealt mainly with the political history and problems of the Western world.

Although the Grades X and XI courses have been revised several times the present courses are similar to those taught in 1936. The Grade XII course, however, had undergone a number of revisions, often taking the form of renaming, or of re-assessing which problems are contemporary.

²³Loc.cit.

²⁴Alberta, Department of Education, Program of Studies for the High School, Bulletin III, 1939, pages 33 - 37.

²⁵Alberta, Department of Education, Regulations Relating to the Program of Studies for the High School, Supplement for the Year 1942-43 (Edmonton 1942), page 5.

In 1942 Unit II of Social Studies 3 was renamed "The Axis Powers and the United Nations". It focused upon the types of government and domestic problems within the Axis powers and Spain, and among the United Nations.

Following World War II Social Studies 3 was again revised. Its four units were as follows:²⁶

Unit I International Relationships

1. The Peace Settlements, 1919-1920; examination of the Treaty of Brest-Litovsk and of the Treaty of Versailles. Changes in the map of Europe as results of the War 1914-1918.
2. The purpose of the constitution of the League of Nations. Major problems dealt with by the League. The refusal of many countries to accept the responsibilities which should have gone with League membership.
3. Comparison of the Peace Settlements of 1919-1920 with the Peace settlements following World War II.

Unit II Historical Developments since 1920

1. The Axis Powers
2. The United Nations - Britain, U.S.A., U.S.S.R., France, China
3. Examples of international cooperation - Commonwealth, Pan-American Movement.

Unit III The Second World War and Plans for Permanent Peace

1. Geographical study of the various war theatres and a general survey of the war.
2. Establishing a permanent international organization to maintain peace.

Unit IV Canada in the Post-War World

1. Review of Canadian Constitutional Development
2. Foreign Policy
3. Economic Problems
4. Social Security
5. Problems arising out of Canada's proximity to the U.S.A.
6. Political problems - parties, unity, Dominion-Provincial relations, future of Canadian democracy.

²⁶Alberta, Department of Education, Program of Studies for the High School, Bulletin II, 1946, pages 30 - 38.

Current events were to be studied from four to six periods per month.

The changes in international relations in the years following World War II led to a further revision of the course. The September 1950 Classroom Bulletin on Social Studies stated that the emphasis of the course was to be directed "toward events which are more immediately contemporary than those of the period from 1919-1935."²⁷

In 1952 the Grade XII Social Studies course was again revised. In addition to being brought up to date the scope and sequence idea was adopted, resulting in treatment of the basic processes of social living treated from a broad viewpoint. The sequence used was a psychological one, moving from the known to the unknown, from that which was near to that farther away, from the simple to the complex, and from the concrete to the abstract. Thus the units and topics of Social Studies²⁸ 30 were as follows:

Unit I Influence of Geography on the Development of Canada

This unit included the geographic regions of Canada; the influence of geography on industries, trade, transportation, and settlement; a study of Canadian resources, and a small section on air age geography.

Unit II Canada and International Trade

This unit involved the study of the techniques of international trade, the development of Canada's trade policies, and Canada's place in world trade.

Unit III The Search for Security in the Twentieth Century

A study was made of the spread of Western civilization the events leading to and the settlements of World Wars I and II, and the League of Nations and the United Nations.

²⁷ Alberta, Department of Education, Classroom Bulletin on Social Studies, No. 24, (Edmonton, September 1950), page 1.

²⁸ Alberta, Department of Education, Senior High School Curriculum Guide for Social Studies 10, 20 and 30, September, 1955, pages 119 - 128.

Unit IV Nationalism and the Modern World

This unit included a study of Canadian nationalism, the British Commonwealth, and the recent expressions of nationalism among the emerging countries.

Unit V The Canadian Citizen and His Government

This unit dealt with municipal government, its development, functions, and problems, as well as some problems of the senior governments.

Certain conclusions may be drawn concerning the early social studies courses. Until 1936 there had been a political emphasis as can be seen from the attention given to constitutional history. Although there may have been some attention to information of a social nature such as customs and religion, the courses were mainly political in content.

The Grade XII course as set down by the 1936 revision was almost entirely political in content with little attention to social and economic problems. The 1942 revision only served to reinforce the political emphasis of the course.

The revision following World War II again emphasized political ideas. Some attention was given in Unit IV to Canada's economic problems. Unit III included a discussion of the ideals of the United Nations but it is doubtful if these were social as much as political in nature.

Generally, then, the Social Studies 30 courses have tended to follow a survey approach and have tended to emphasize the political, with little concern for either the economic or social aspects.

I. THE PROBLEM

The literature on the new social studies indicates a shift in content to economic and social concepts, and to greater emphasis on the non-Western world. The purpose of this study is to describe the shift in terms of the new objectives, textbook understandings, and examinations, in an effort to discern what if anything is really new.

A second aspect of the problem is to determine how the prescribed method for Social Studies 30X, the inquiry method of teaching, is reflected in the objectives, textbook understandings and examinations.

II NEED FOR THIS STUDY

The Social Studies 30 course is very important since it is required of the majority of students for graduation and is necessary for entrance into many University faculties. Perhaps even more important is the fact that it is a terminal course for most students.

A careful study of the textbooks is most helpful because they are generally the main source of content. The fact that the new course uses a number of textbooks rather than one prescribed textbook is in itself very important, as it can be seen as a move away from authorized textbooks. The use of more than one textbook could lead to the use of many reference materials, and, eventually to the elimination of authorized textbooks entirely. Thus the textbooks are of especial interest in that they represent a change in direction from those of the old course.

Since this course represents a shift in content and method from

previous social studies courses in Alberta, it is important for all teachers to understand the principles of the course and their application. The understanding of the course is essential because it is this type of course which will appear more and more in the future.

It is important to know whether or not the objectives of the new course are reflected in the textbook content and in the examination. If the required content and method is consistent throughout, then the teaching procedures outlined can be followed.

Changes in the curriculum imply changes for teachers, teacher-trainees and students. It is important that the dimensions of such changes be projected, for changes in content and method affect the training of teachers, the procedures of teaching, and the principles of studying.

III DELIMITATIONS

1. This study will deal with the two Social Studies 30 courses only -- Social Studies 30 and Social Studies 30X -- as taught in 1966-67.
2. This study will deal with the content of the courses as outlined in the Curriculum Guides and the textbooks, and as expressed in the objectives and Departmental examinations.
3. This study will deal with the problems approach or inquiry method in relation to the objectives and examination questions of both courses.
4. This study will not consider differences in the individual classroom teacher's implementation of the stated objectives, textbook understandings, or examination questions.

IV OVERVIEW

Chapter II contains a discussion of related studies in terms of their design, as well as an explanation of the design of this study. Chapter III includes the analysis and comparison of the objectives of the two courses in terms of content. Chapter IV deals with the textbook understandings, and their classifications. Chapter V contains a comparison of the 1967 June Departmental examinations for Social Studies 30 and Social Studies 30X. Chapter VI contains an analysis of the objectives and examination questions in terms of problem solving. Chapter VII includes a discussion of the implications of this study for teachers, teacher-trainees and students. Chapter VIII contains the conclusions reached by the writer and suggestions for further research.

CHAPTER II

RELATED LITERATURE

Because the new course has been taught for only one year no studies have been made of it. Studies comparing two courses, either in different areas or in different years, are not uncommon, however, and several were studied for design.

Braine's thesis was entitled "An Historical Survey of the Social Studies Curriculum in Newfoundland" and was a descriptive comparison of the social studies courses in the years 1935 and 1959.¹ She attempted to determine the effect of Newfoundland's entrance into Confederation upon the social studies curriculum. The parts of the course used as the basis for comparison were the aims of education and of the social studies and the topical outlines of the course contents. Categories such as history, geography, economics, civics and the aims for teaching were established and these were listed for both years and were compared in terms of similarities and differences.

A descriptive comparison was done by Radomsky, who compared the physical science programs in Alberta high schools for the years 1935-36 and 1959-60.² He used a number of items in his study such as laboratory manuals, curriculum guides, and examinations, and various methods of comparison. The laboratory manuals for each course were compared by describing each in terms of the number of experiments, and the time to be spent on experimental work. From these descriptions Radomsky extracted his conclusions. The objectives of the two courses were listed and compared on the basis of similarities and differences.

¹Linda B. Braine, "An Historical Survey of the Social Studies Curriculum in Newfoundland" (Unpublished Master's thesis, University of Alberta, Edmonton, 1964).

²Steve W. Radomsky, "A Comparative Study of the High School Physical Science Programs for Two School Years 1935-36 and 1959-60" (Unpublished Master's thesis, University of Alberta, Edmonton, 1961).

Comparisons using taxonomies were also examined. Raitz studied the objectives of the senior high school social studies in Alberta, British Columbia and Saskatchewan.³ These objectives were first identified as general or specific and were then classified according to Bloom's Taxonomy.⁴ It was often difficult to place the broad or general objectives under one classification and thus an objective was placed under the highest type of classification which was appropriate. The following evaluative criteria were then applied:⁵

1. Social adequacy
2. Basic human needs
3. Democratic ideals
4. Consistency and noncontradiction
5. Behaviouristic interpretation

The objectives were tabulated with their classifications and the similarities and differences noted.

³Edward Raitz, "A Comparative Study of Objectives in the Senior High School Social Studies in Western Canada" (Unpublished Master's thesis, University of Alberta, Edmonton, 1967).

⁴Benjamin S. Bloom (ed.), Taxonomy of Educational Objectives Handbook 1: Cognitive Domain (New York: David McKay Company, Inc., 1956), and D. R. Krathwohl, B. S. Bloom, and Bertram B. Masia, Taxonomy of Educational Objectives Handbook II: Affective Domain (New York: David McKay Company Inc., 1964).

⁵Raitz, op. cit., page 34. Taken from B. O. Smith, W. C. Stanley and J. H. Shores, Fundamentals of Curriculum Development (New York: World Book Company, 1957), pages 107 - 123.

Prasad compared the secondary school social studies programs of Fiji, Western Samoa and Tonga in terms of their aims and objectives, the content, and the subject matter organization.⁶ Only the unit objectives were classified in terms of Bloom and Krathwohl's categories.⁷ The classifications were assigned by a group of four graduate students whose major field of study was the social studies. These were tabulated and compared on the basis of similarities.

The Radomsky study is also important here for the comparison of the content of the two courses he studied. This comparison was achieved by listing the main principles or concepts in the 1935-36 course and noting whether or not these same items were included in the 1959-60 course. Although it is not specifically stated, it is assumed that these principles were taken from the Curriculum Guides since they were seen to be prescribed.

He also compared examination papers for the two years. This was done by a descriptive analysis of the papers for the two years. including such items as the time allotted, the type of questions asked, the number of optional and compulsory questions, and the number of questions based on laboratory work. He included the distribution of marks on these papers.

⁶Gaya Prasad, "A Comparison of Secondary School Social Studies Programs of Fiji, Western Samoa and Tonga" (Unpublished Master's thesis, University of Alberta, Edmonton, 1967).

⁷Bloom, op. cit.

Prasad studied the main aims of the social studies programs of three island groups. These were classified in terms of Downey's categories in The Task of Public Education.⁸ He examined the content of the courses, both in scope and sequence, and in organization. For each subject in the programs a composite list of sections of content and organization of course was compiled. After a close examination of these lists, categories which could include these lists were constructed. Finally, tabulation was made in the appropriate categories. The categories used in comparing the scope of the courses were the various geographical areas and periods in history. The sequence was compared in terms of the levels at which the various courses were offered. Similarities and differences of course organization were determined on the basis of four factors. These were the prescription of time for social studies, the fusion of geographic, historical and other subject matter into separate courses, the arrangement of material by units and topics, and the use of textbooks.⁹

⁸Lawrence W. Downey, "The Task of Public Education" (Chicago Midwest Administration Centre, The University of Chicago, 1960), page 24.

⁹Prasad, op. cit., page 97.

Meredith's thesis was entitled "A Comparison of Courses of Studies in Secondary Schools of Canada" and treated the three main features of curriculum: the aims of the study of the subject; the subject matter content specified in the course or courses in the subject; and the main organizational features of the course or courses.¹⁰

Each of these was subdivided. The category used to compare aims was divided into aims relating to the individual, aims relating to the subject, and aims relating to society. Subject matter was compared in terms of the major topics of that field of study. In social studies the two main topics were history and geography.¹¹ Organization was compared in terms of the unit and topical arrangement of content, the relationship of courses to textbooks, and the extent to which content was specifically described and any specific teaching procedure recommended.

Jones analyzed the economic content of the course of studies and the textbooks for social studies in the senior high schools of

¹⁰John Roger Meredith, "A Comparison of Courses of Studies in Secondary Schools of Canada" (Unpublished Master's thesis, University of Alberta, Edmonton, 1963).

¹¹Ibid., page 61.

Alberta. In addition, he examined the academic qualifications in terms of economic preparation of 88 social studies teachers.¹² His system of classifying economic concepts was based on the 90 concepts listed in the National Task Force Report. He examined the textbooks and sections of the textbooks, as well as the course of studies, for economic concepts. The concepts were grouped according to the list given by the National Task Force and tabulated.

Conclusion

It is clear that many methods of comparison and analysis are available. As well as the use of standard taxonomies, categories constructed by the writer are also used. Descriptive comparisons tend to become vague and unworkable for they provide no clear working model on which to base comparisons. A comparative system using categories and classifications leads to a more objective understanding of the similarities and differences of courses. Comparisons in such terms as amount of time prescribed are useful as introductions to such analyses. Taxonomies are helpful but often lead to problems when applying their categories. Prasad enlisted the aid of a group of judges in classifying objectives. The construction of other categories on which to base comparison requires adaptation to suit the particular subject area. However, when working in one subject field, it is assumed that some categories can be found which are relevant to all the courses studied.

¹² Brian Maldwyn Jones, "A Descriptive Survey of the Amount of Economic Education in the Social Studies in the Senior High Schools of Alberta" (Unpublished Master's thesis, University of Alberta, Edmonton, 1966).

P. J. Smith, Population and Production. Toronto:
J.M. Dent and Sons Limited, 1966 (Experimental
Edition).

T. L. Powrie (ed.), Political and Economic Systems.
Toronto: J. M. Dent and Sons Limited, 1966
(Experimental Edition).

J. S. Campsie, Conflict and Cooperation. Toronto:
J. M. Dent and Sons Limited, 1966 (Experimental
Edition).

Departmental examination of June, 1967.

The Objectives

The objectives were taken from the Curriculum Guides listed above. Further objectives are stated in Problems and Values and these were considered as well.

The Textbook Understandings

The textbook understandings were derived from a careful reading of the textbooks. The main concept found in each chapter or section was identified and its nature verified by a group of social studies teachers.

The Examinations

Each course had a separate examination in June of 1967. The examination questions were used in this study.

Classification of Content

Each objective, understanding, and examination question was classified as political, economic, or social by a committee of competent professionals. The definitions used for these terms were as follows:

Political - for purposes of this study the term "political" will be used to describe that having to do with citizenship and government.

Economic - for purposes of this study the term "economic" will be used to describe that having to do with the production, consumption and distribution of goods and services.

Social - for purposes of this study the term "social" will be used to describe that having to do with human activity most directly related to education, religion, ethics, art, recreation and race.

Because of the integrative nature of the social studies, there was much overlapping of categories and it was sometimes difficult to specify one classification only. In these cases the category considered to be strongest was assigned by the committee. In cases where strength was deemed equal, both classifications, or occasionally all three classifications, were specified. In several cases an item did not fit any of the categories and this was noted as well. The number of objectives, understandings, and examination questions in each classification was tabulated in order to facilitate comparison of the two courses.

Analysis of Method

The second part of this study dealt with the method of the new course -- the idea of a problems approach or an inquiry method. Thus each objective and examination question of Social Studies 30 and Social Studies 30X was classified in terms of Bloom and Krathwohl's categories

in the Taxonomy of Educational Objectives: Handbooks 1 and 11¹³ and was verified by a group of competent professionals. The number of objectives and examination questions in each category was tabulated.

¹³Bloom, op. cit.

CHAPTER III

OBJECTIVES

Introduction

The objectives of the two courses can be divided into categories: those dealing with the general objectives of the course and with social studies as a whole, and those dealing with specific objectives of units and topics. The broad objectives were taken from the introductory sections of the Curriculum Guides. Specific objectives are listed for each unit in Social Studies 30 and these are given below. The specific objectives for the Social Studies 30X course are not so distinctly defined. In addition to the one specific objective given for each unit in the Curriculum Guide, further objectives for the units are stated in the textbook, Problems and Values, and these are listed as well.

General Objectives

The Curriculum Guide for Social Studies 30 states that the general objectives of the social studies are to develop understandings, skills and attitudes.¹ Although the learning of facts is recognized as being important, it is the generalizations or concepts developed from these facts that are to be emphasized by the teacher.

¹ Alberta Department of Education, Senior High School Curriculum Guide for Social Studies 10, 20 and 30, September 1955, pages 7 - 9.

"Facts must be collected, organized and studied in the terms of the major purposes of the unit ... the major generalizations or concepts will be permanently retained by the student to form a solid foundation for further growth in social understanding ..."²

Social studies skills are to be utilized and developed. Specific skills are listed with each unit and include the following: locating information, studying materials through various processes, appraising materials, utilizing materials, and taking part in committee work and reporting.³

Attitudes are discussed at some length and the Guide states:

"... the establishment of desirable social attitudes and the modification of those which are undesirable are important considerations for the social studies teacher."⁴

Clusters of attitudes which the school should provide are listed as self-respect, creativeness, scientific viewpoint, cooperation, responsibility, social concern, and reverence.⁵ Further, the Guide quotes Prescott:

"Finally, teachers and pupils can seek together to find out the values in life that have emerged as of greatest importance in the human struggle for progress. These value-concepts, once they are adequately grasped, can act as important points of reference, guiding the modification of attitudes in periods of social change."⁶

Thus the Social Studies 30 course seeks as its general objectives the broad development of understandings, skills and attitudes.

²Ibid., page 7.

³Ibid., pages 8, 9.

⁴Alberta, Department of Education, Senior High School Curriculum Guide for Social Studies 10, 20 and 30. September, 1955, page 9.

⁵Ibid., page 14

⁶Ibid., page 14. Quoted from D.A.Prescott, Emotions and the Educative Process (Washington, D.C., 1938), page 87.

The Curriculum Guide for Social Studies 30X states the objectives of the course under four main headings: the accumulation of factual knowledge, the development of understandings, the development of skills, and the clarification of attitudes. The Guide emphasizes that facts are important to any course and must not be overlooked in the rush to develop broader understandings. Rather, facts are the necessary requisite to developing generalizations, which then must be organized in a disciplined and logical way in order for the student to retain them.

"Obviously, the collection of data and the accumulation of facts is an important objective in any program ... Since a student cannot reasonably be expected to know all of the facts the course should be organized in such a manner as to focus on those which are fundamental and basic."⁷

Skills must be learned in order that students will function as effective citizens. The skills are listed in the Guide as follows: locating information, organizing information, evaluating information, acquiring information, through reading, listening and observation, communicating through oral and written work, interpreting charts, pictures, graphs, tables, maps and globes, working with others, and understanding time and chronology.⁸ Although these specific skills

⁷ Alberta, Department of Education, Senior High School Curriculum Guide for Social Studies 10, 20, 30 and 33. (Interim), September 1967, page 10.

⁸ Alberta, Department of Education, Senior High School Curriculum Guide for Social Studies 10, 20, 30 and 33, (Interim), September 1967, page 11.

are listed, the Guide emphasizes that "the student must learn the processes of inquiry and problem solving rather than technical skills, the how rather than the what to think."⁹

Attitudes are again emphasized. The Curriculum Guide states:

"It is a function of the school to make pupils aware of the folklore basis for some of their attitudes, to examine them critically with a view to their suitability for the present cultural situation, and to throw some intelligent light on choices and beliefs."¹⁰

Thus the student should examine his attitudes and, on the basis of this examination, verify or modify them. It is not enough that the student has the "right" attitude; it is essential that he know the reasoning behind it.

The Curriculum Guide for Social Studies 30X lists attitudes and skills as broad objectives. Thus the course endeavours:¹¹

1. to enable students to acquire a body of knowledge concerning the human condition, comprised of fundamental concepts ordered in disciplined ways;
2. to develop in students some facility for the modes of inquiry through which knowledge in the social domain is discovered, verified and reconstructed;
3. to develop the ability to think critically and creatively about social issues;
4. to provide a forum for dealing with normative questions in an intellectually and ethically responsible way;
5. to develop the ability to analyze issues and to arrive at consensus or to reach valid conclusions;

⁹Loc. cit.

¹⁰Ibid., page 12.

¹¹Ibid., page 107.

6. to promote understanding of the similarities and differences of various peoples, including evaluation of conflicting beliefs, ideologies, and value systems;
7. to develop a continuing concern for the current problems of mankind.

The objectives of the Social Studies 30X course can best be summed up in the following statement:

"The new Social Studies 30 assumes that the goal of general education is the development of the good man; that in this context, the fundamental objective of the Social Studies is to develop thoughtful students of human affairs capable of making wise decisions regarding social problems."¹²

Comparison of General Objectives

Both guides emphasize the importance of facts in building fundamental concepts. Both guides list the acquiring of skills as an important part of the course. A number of skills are listed in the Social Studies 30 Guide from which the social studies teacher is to choose. Some, not necessarily all, skills are to be used and taught in the classroom.

The Social Studies 30X Guide states that an important part of the course is "the development of skills and the establishment of both intellectual and working habits".¹³ The skills are to be presented in context so that they are functional. The importance of learning skills is emphasized by the following assumption:

¹² Alberta, Department of Education, Senior High School Curriculum Guide for Social Studies 10, 20 and 30 and 33. (Interim), September 1967. page 106.

¹³ Ibid., page 10.

"If the assumption is made that the students of today will face an adult world quite different from the present, then the best preparation for that world is intellectual rather than vocational. That is, the student must learn the processes of inquiry and problem solving rather than technical skills, the how rather than the what to think."¹⁴

Thus the skills emphasized in the Social Studies 30X Guide include not only the technical skills of locating, organizing, evaluating, acquiring, and interpreting information, but the skills or processes of inquiry,

Attitudes are emphasized strongly in both courses and it is interesting to note that the same passage by Prescott is quoted in both Curriculum Guides as well as the same seven basic attitudes to be formed.¹⁵ Both state, further, that the development of desirable attitudes and the modification of undesirable attitudes are the job of the social studies teacher.¹⁶ The Social Studies 30X Guide does go a step further, recognizing the fact that students come to school with many attitudes already formed. It states that one of the functions of the school is "to make pupils aware of their attitudes..."¹⁷ The Guide further states that attitudes should be examined as objectively as possible and that the student

¹⁴Ibid., page 11.

¹⁵Alberta, Department of Education, Senior High School Curriculum Guide for Social Studies 10, 20, 30 and 33. (Interim), September, 1967 page 11.

¹⁶Guide, 1955, op. cit., page 9.

¹⁷Guide, 1967, op. cit., page 12.

must verify his attitudes. Thus the new course introduces the idea of acquiring "suitable" attitudes and of the necessity of establishing evidence from the social studies to support these attitudes.

Although both courses seek essentially the same goal, that of a well-informed citizen who is capable of making wise and thoughtful decisions regarding the problem and environment around him, the new course seeks to achieve this goal by an emphasis on the method of developing skills and attitudes.¹⁸

Specific Objectives - Social Studies 30

The Social Studies 30 Curriculum Guide lists suggested specific objectives for each unit in the form of understandings to be developed. Using the definitions given on page 20, each objective was classified as political, economic or social in content by a committee of competent professionals.¹⁹ The objectives and their classifications are given below along with an explanation where necessary:

	<u>Understanding</u>	<u>Classification</u>
Unit I		
1. The geography of Canada has been a factor in determining the nature of her industries.		ECONOMIC

¹⁸Ibid., page 11.

¹⁹The objectives were classified by a group of Social Studies teachers who had taught or were teaching Social Studies 30 and Social Studies 30X.

	<u>Understanding</u>	<u>Classification</u>
Unit I		
	2. Canada's geography creates problems in the development of national unity.	POLITICAL
<u>NOTE:</u>	Canadian unity is largely a political problem although social and economic factors are present.	
	3. Geography has given Canada a strong identity of interests with other North American nations.	ECONOMIC-POLITICAL
<u>NOTE:</u>	These interests are of both a political and an economic nature.	
	4. Canada's geographic position gives her both Asiatic and European frontiers and relationships.	ECONOMIC-POLITICAL
<u>NOTE:</u>	These relationships involve both political and economic facts.	
Unit II		
	1. Foreign trade improves the Canadian standard of living by helping to increase Canada's national income.	ECONOMIC
	2. Canada's trade policies are influenced by political as well as geographical features.	ECONOMIC
<u>NOTE:</u>	The interaction of economic and political factors is dealt with here but it is economic factors which predominate.	
	3. In the long run an equitable balance of trade is essential to the sound economy of a country.	ECONOMIC
	4. International trade creates problems in foreign exchange.	ECONOMIC
	5. Trade competition among industrialized nations creates international problems.	ECONOMIC-POLITICAL
<u>NOTE:</u>	Political implications, though present, seem secondary to the economic actions.	

	<u>Understanding</u>	<u>Classification</u>
Unit III		
1.	In the early years of this century, nationalism, curbed by the application of a principle that there is a balance of power, dominated world politics.	POLITICAL
2.	Following World War I the Allied nations failed to develop an effective policy to maintain peace.	POLITICAL
3.	Canada participated in World War II to maintain her security as a democratic nation.	POLITICAL
4.	The struggle for power and the class of ideologies between the western democracies and the communist countries have been the greatest threat to world peace since World War II.	POLITICAL
5.	This century has been characterized by attempts to develop more effective forms of international control.	POLITICAL
Unit IV		
1.	Neither Canada's historical associations with Britain nor her geographic ties with the United States have prevented the building of a Canadian nation.	POLITICAL
2.	Canada has been the political laboratory for Commonwealth development and change.	POLITICAL
3.	Freedom of association in the Commonwealth has brought the practical advantages of such an association more sharply into focus.	POLITICAL
4.	Recent expressions of nationalism in colonial empires has led to adjustments in the policies of colonial powers.	POLITICAL
5.	The realization of national sovereignty has created problems of internal control and external relationships.	POLITICAL

	<u>Understanding</u>	<u>Classification</u>
Unit V		
1.	Municipal institutions draw their powers from provincial legislatures and are constitutionally the agents of provincial governments locally.	POLITICAL
2.	Municipal government is usually regarded as both the foundation and bulwark of democracy,	POLITICAL
3.	The structures of local government in Canada are a composite of British and American influences.	POLITICAL
4.	The increased services demanded of governments, particularly in urban areas, have created problems of efficient and democratic administration.	POLITICAL
5.	The changing character of modern society has forced consideration of adjustments in local-provincial-federal governmental relationships.	POLITICAL

Specific Objectives - Social Studies 30X

Specific objectives in the 30X course are stated in the Curriculum Guide as goals to be attained and in Problems and Values as understandings to be developed.

	<u>Understanding</u>	<u>Classification</u>
Unit I		
	Students should be led to see that problems arise out of the population increase and scarcity of resources. The central objective of this unit is to have students approach these problems in a rational manner.	ECONOMIC
	Berry further gives the following understandings as objectives: ²⁰	
1.	Every society has some kind of economic system.	ECONOMIC

²⁰G. L. Berry, Problems and Values, (Toronto: J.M. Dent and Sons Limited, 1966, Experimental Edition), page 18.

	<u>Understanding</u>	<u>Classification</u>
2.	Every economic system works under the general conditions of economic scarcity.	ECONOMIC
3.	Very few, if any, economies of our day do not exhibit the dependence of one man on another.	ECONOMIC
4.	Economic planning is possible up to a point, because every economic system possesses certain features of regularity.	ECONOMIC
5.	As economic conditions change so does the economic system.	ECONOMIC
6.	Geography provides a knowledge of place.	NONE
7.	Geography helps to develop a better appreciation of the efforts of man to improve his material standard of living regardless of the environment in which he lives. Nations, like individual men, are interdependent.	ECONOMIC
8.	Geography demonstrates that modern technology and rapid change affect different places in different ways.	ECONOMIC
<u>NOTE:</u>	Change and its effect on man involves social ideas as well as economic but as phrased here the economic concept is more important.	
9.	The significance to man of the earth's natural features is a function of the skills, attitudes and objectives of man himself.	SOCIAL
10.	Geographic knowledge may provide data for planning.	ECONOMIC

Unit II

In general, the student should gain a clear understanding of the problems confronting both the individual and the nation as the complex and difficult issues of politics and economics are discussed.

POLITICAL-
ECONOMIC-
SOCIAL

NOTE: Political and economic issues are involved but individual problems and choices are also present, thus requiring inclusion of all three categories.

<u>Understanding</u>	<u>Classification</u>
Berry states as follows: ²¹	
1. The student should become informed about some of the most important internal political and economic problems facing the world's nations today.	POLITICAL-ECONOMIC
2. What is the "best" kind of political and economic system? No single answer is applicable to all times and places.	POLITICAL-ECONOMIC
3. How can the underdeveloped countries of the world overcome their economic and political difficulties?	POLITICAL-ECONOMIC
4. What should be the role of government in a wealthy industrial country?	POLITICAL
5. The student should develop an understanding of the price system.	ECONOMIC
6. The student should develop an understanding of the techniques available to preserve both majority rule and respect for minority rights.	POLITICAL
7. The student should develop an understanding as to how decisions are made about what to produce, what methods to use, and how to share the product. Difference economic objectives may have to be balanced against each other.	ECONOMIC
8. The student should develop an understanding of the method by which decisions are made under central planning, then administered by direct command, and of the inter-relations of the parts of the economy which necessitate that each new decision requires adjustments in many other decisions.	ECONOMIC

NOTE: Politics are involved but the main point is the economic system.

²¹Ibid., pages 23 - 25.

UnderstandingClassification

Unit III

The main objective is to have students develop principles that will help illuminate conflict affecting the development of society today. Students should be led to become aware of sources and areas of conflict both national and global, and of attempts to improve relations through co-operation.

POLITICAL

Berry states as follows:²²

1. The student should understand the development of Canada in this century, both nationally and internationally.

POLITICAL

2. Is conflict more in evidence than co-operation by men?

POLITICAL

3. Are there examples of long-lasting static societies?

SOCIAL

4. Are there universal drives, motives and experiences?

SOCIAL

Conclusions

1. Both courses are alike in the emphasis placed on the development of attitudes and good citizenship in the general objectives.
2. From Table I it can be seen that Social Studies 30X, when compared with Social Studies 30, contains twice as many economic objectives, half the number of political objectives and a significant number of social objectives dealing with values.

²²Ibid., page 27.

TABLE I

CLASSIFICATION OF OBJECTIVES²³

Social Studies 30			Social Studies 30X	
Category	Number of Objectives	Percentage of total	Number of Objectives	Percentage of Total
Political	20	83.3	9	36
Economic	8	33.3	16	64
Social	0	0	4	16
None of These	0	0	1	4
Possible Total	24 ²⁴		25 ²⁵	

²³For a more detailed explanation of this Table see Tables I and II in Appendix A on page 107.

²⁴Four objectives of Social Studies 30 were classified as both political and economic.

²⁵Four objectives of Social Studies 30X were classified as belonging to more than one category.

3. Also from Table I it can be seen that there is more overlapping in the categorization of objectives in Social Studies 30X than in Social Studies 30. Political and economic objectives are frequently integrated.
4. Many of the specific objectives of the two courses deal with similar concepts but generally the Social Studies 30X course moves further into generalizations and more abstract thinking. Various examples of this phenomenon are listed below:

Example 1:

The first objective of Unit I in Social Studies 30 and the seventh and eighth objectives of Unit I of Social Studies 30X deal with geography. However, the generalization given in the Social Studies 30 course is very specific, dealing with Canada's industries while the Social Studies 30X course generalizes even further to the fact that nations are interdependent.

Example 2:

The first objective of Unit III of Social Studies 30 and the second objective of Unit III of Social Studies 30X deal with the conflict of nations. While the Social Studies 30 course gives the reasons for conflict the Social Studies 30X course requires a higher level of generalization and deals with the alternative to conflict -- co-operation.

Example 3:

The fourth and fifth objectives of Unit IV of Social Studies 30 and the first objective of Unit II of Social Studies 30X deal with nationalism and its problems. Although both deal with the same topic, the political and economic problems are emphasized in the Social Studies 30X course and the implication is that the world's problems, not just the colonial nations' difficulties, are to be discussed. The Social Studies 30X course moves to the generalization that these are all related.

5. The objectives of the Social Studies 30 course are concerned with political and economic content but not with values; the Social Studies 30X objectives include value concepts as well as course content. Examples of these value concepts can be found in objectives two and four of Unit II and in objectives two, three and four of Unit III. Use of the word "best" indicates a value judgment. The Social Studies 30 course uses no objectives of this nature.
6. The understandings listed as objectives in the Social Studies 30 course largely take the form of positive statements; not so the Social Studies 30X course which emphasizes questions. The following examples will make this clear.

Example 1:

The second objective of Unit II of Social Studies 30 and the first and seventh objectives of Unit II of Social Studies 30X deal with foreign trade and the way in which it is influenced by the various factors. The Social Studies 30X course asks how such decisions are made and asks the student to form his own generalization, rather than supplying the answer for him.

Example 2:

The first objective of Unit II of Social Studies 30 and the second objective of Unit III of Social Studies 30X deal with conflict. Whereas the Social Studies 30 course states the reasons for these conflicts the Social Studies 30X course approaches the problem from a completely different perspective and asks the student to decide the nature of the conflicts and to provide an alternate route.

Example 3:

The fourth objective of Unit III of Social Studies 30 and the second objective of Unit II of Social Studies 30X deal with the contrasting political and economic systems of communism and democracy. The Social Studies 30 course states that it is the differences in these systems that lead to conflict. The Social Studies 30X course moves even further into the inquiry field when it asks the students to judge the best type of system.

7. The objectives of the Social Studies 30X course seek to lead the student to use the data given in the content in order to make judgments. The objectives of the Social Studies 30 course emphasize the acceptance or the learning of positive statements. The second objective of Unit II of Social Studies 30X raises a question to which there is no concrete answer. Thus the Social Studies 30X course emphasizes the questioning of these statements. It seeks to raise doubt in order that the student will be forced to verify his answers and his opinions.

CHAPTER IV

THE TEXTBOOKS

The Social Studies 30 course uses as its textbook Canada in the Modern World.¹ This book consists of twenty-eight chapters divided into the five units listed in the Curriculum Guide. Each chapter is further subdivided under a number of headings. Each unit is preceded by a point of view which summarizes the unit and points out the importance of the topics. The book contains a great many maps, but few photographs or cartoons. No review questions are included in the textbook.

The Social Studies 30X course uses four textbooks, all experimental unbound editions used for the term 1966-67. Chapter I of Problems and Values discusses the content and method of social studies and introduces the students to the new social studies.² Chapters two, three and four act as an introduction to the three main units. In these chapters Berry poses questions for student thought.

Chapter V deals with values and value systems. Intended as an appendix or reference point, it introduces students to the idea of normative values as opposed to scientific fact.

¹Lawrence, Mix, Wilkie, McInnis, Canada in the Modern World (Toronto: J. M. Dent and Sons Limited, 1965).

²G. L. Berry, Problems and Values (Toronto: J.M. Dent and Sons Limited, 1966, Experimental Edition).

The textbook for Unit I is Population and Production.³

Chapter I deals with the distribution and growth of world population, systems of production, trends in world production and standards of living, and the problem of underdevelopment. The three remaining chapters consist of case studies demonstrating the various combinations of high, moderate and low population densities with commercial, subsistence, and transitional economies. Much use is made of tables and graphs to illustrate the distribution of population and to explain the main points of production. At the end of each chapter and case study there are a number of suggestions and questions for further study. Some of these questions require only careful reading of the text; others require further research. Generally, the questions seek to turn the student's attention to the existence of these problems and to the need for their solution.

Political and Economic Systems serves as the textbook for Unit II.⁴ The book is divided into three main sections which treat the various kinds of political and economic systems, the problems of underdeveloped countries, and the problems of developed countries and the issue of collectivism. Democratic and dictatorial policies and private and public enterprise economies are discussed and these systems are illustrated in readings. The book was written by

³P. J. Smith, Population and Production (Toronto: J. M. Dent and Sons Limited, 1966, Experimental Edition).

⁴T. L. Powrie (ed.), Political and Economic Systems, (Toronto: J. M. Dent and Sons Limited, 1966, Experimental Edition).

thirteen social scientists, and is presented as a collection of problems. Solutions are to be chosen on the basis of both factual and value judgments. Models or simple sketches are used in order to explain the various economic and political theories and systems.

Conflict and Cooperation is used as the textbook for Unit III.⁵ It contains nine chapters narrating the major events of the twentieth century in chronological order. The two World Wars, and their results, are included as are the problems of the Cold War and of the developing nations. Questions for discussion are included at the end of each chapter. These call for generalizations from the student on the basis of the information given in the book. It is important to note that these generalizations involve value as well as factual judgments, although this book does not emphasize the point.

Textbook Understandings

The following statements were derived from reading the textbooks. The main concept of each chapter or section was considered to be the understanding for that section and was verified by a committee of competent professionals.⁶ The classification of each understanding is also given along with explanations where necessary.

⁵ J. S. Campsie, Conflict and Cooperation (Toronto: J.M.Dent and Sons Limited, 1966, Experimental Edition).

⁶ The understandings were classified by a group of Social Studies teachers who had taught or were teaching Social Studies 30 and Social Studies 30X.

Social Studies 30

Chapter I	Although Canada was formed in defiance of north-south lines of geography, her trading areas still follow geography to a great extent.	ECONOMIC
Chapter II	Canada is rich in resources in soil, minerals and power, many of which are just beginning to be exploited.	ECONOMIC
Chapter III	The advent of the air age has resulted in Canada's Arctic areas becoming important for defensive reasons.	POLITICAL
Chapter IV	The basic terms in economics are explained as well as the various techniques used in international trade.	ECONOMIC
Chapter V	The theories and policies of free trade and protectionism which were developed from 1776 to 1945 affected the Canadian colonies and provided a strong motivation for Confederation.	ECONOMIC
<u>NOTE:</u>	Although there are obvious political implications here, the main point is that economic concepts and acts strongly influenced political decisions. Thus the understanding can properly be classified as economic.	
Chapter VI	Canada, which developed into a manufacturing nation during World War II, seeks to develop multilateral trading, an economic policy which often dictates foreign policy.	ECONOMIC
<u>NOTE:</u>	As in the previous understanding, political implications are present but it is the economic fact which is more important.	
Chapter VII	The prosperity and economic dislocation of the twentieth century led to many problems which could be handled only by the government.	ECONOMIC
<u>NOTE:</u>	Once again the economic situation affects the political and thus is the more important of the two.	

- Chapter VIII The nationalism of the late nineteenth century led to economic rivalries and to World War I, a mechanized war in which a nation's strength depended upon its industrial capacity in combination with its natural resources. ECONOMIC
- NOTE: The causes and events of World War I mentioned here are almost completely economic in nature.
- Chapter IX The settlement at the end of World War I was based mainly on the desire for stability and for national unity, but necessary compromise and revenge clauses led to further dissatisfaction and eventually conflict. POLITICAL
- Chapter X Although the League of Nations sought to guarantee security to its members, it was seriously hampered by the unwillingness of the states to give up their own rights, and by the expansionist desires and economic problems of many members. POLITICAL
- Chapter XI The Fascist and Nazi parties were able to organize efficiently and to bring about reforms quickly and thus they appealed to the masses, who wanted reform, to the business interests, who feared Communism, and to the nationalistic sentiments of the people. POLITICAL
- Chapter XII Although the power politics of the 1930's led to World War II, and the alliance of the democracies and Russia, hostilities became apparent between these allies even while the peace treaties were being signed. POLITICAL
- Chapter XIII The United Nations has not been fully effective because of the lack of unity among the Great Powers, which have divided into two camps, Russia, and the democracies. POLITICAL
- Chapter XIV The defense pacts organized by both Communist and democratic countries, as a result of the Cold War, have discussed the problem of atomic weapons but have come to no firm agreements. POLITICAL

Chapter XV	The United Nations strives to maintain peace and security but it is only as strong as the combined will for peace of all of its members.	POLITICAL
Chapter XVI	The Canadian colonies developed a new sense of distinctiveness towards the end of the eighteenth century and they began to demand a greater share in government.	POLITICAL
Chapter XVII	The development of responsible government in Canada through the trust, not domination, of Britain laid the foundation for the other British colonies, and, eventually, the British Commonwealth.	POLITICAL
Chapter XVIII	Confederation became attractive to many parties for reasons of trade, the opening of the West, transportation, and defence, as well as a growing Canadian nationalist sentiment.	POLITICAL
<u>NOTE:</u>	There are strong economic implications in this statement. However, the main point is the achievement of Canadian Confederation and this belongs in the political category.	
Chapter XIX	The Canadian governmental structure was a harmonizing of the American federal system and the British system of parliamentary government.	POLITICAL
Chapter XX	From 1867 on, Canada agitated for and gradually received the right to conduct her own affairs separately from those of Britain.	POLITICAL
Chapter XXI	Canada secured recognition as a nation in her own right with the signing of the Peace of Versailles but constitutional problems within the country led to the weakening of Canadian nationalism.	POLITICAL
Chapter XXII	The development of various social problems during the years between the Wars led to the rise of new political parties, dissatisfied with the old government. Canada's external policy both before and during World War II was one of close cooperation with the United States and Britain.	POLITICAL

NOTE: A classification of social could be included here with the mention of the term "social problems". However, it was felt that the new political parties were the most important ideas to be understood and thus this statement was classified as political.

Chapter XXIII Although led by the United Kingdom at first, the Commonwealth developed after World War II into an organization of more or less equal states, each with its own economic and geographic situations and thus with its own policies. POLITICAL

Chapter XXIV In the last few years Western imperialism has been challenged by nationalism and the changes made have often been accompanied by violence and resentment, particularly in the French and Dutch colonies. POLITICAL

Chapter XXV All governments have three functions: the legislative, the executive, and the judicial. Local government, which is a composite of British and American influences in Canada, is essential to democracy. POLITICAL

Chapter XXVI All local governments are created by acts of the provincial legislatures, have written constitutions, and are restricted to the fields which are the rights of the provinces as set forth in the British North America Act. POLITICAL

Chapter XXVII Because the revenue is often not enough to provide the services required, many local governments find it necessary to impose old and unpopular taxes, and thus the problem of democratic control versus efficiency arises. POLITICAL

NOTE: This statement actually deals with an economic problem of government. Since it is a government problem it was classified as political.

Chapter XXVIII The senior governments of Canada face a number of problems such as provincial jealousies, dominion-provincial rivalries, need for Senate reform, new political parties, and the legal rights of citizens as opposed to corporations. POLITICAL

Social Studies 30X

Problems and Values

For purposes of this study, Chapter V is of paramount interest here.

Chapter V	Values are difficult to define because they are considered in terms of right and wrong; because they are subject to the opinions and beliefs and tastes of the persons concerned; and because value systems are always in a state of flux. It is important that men make their decisions on the basis of complete and accurate information.	SOCIAL
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Population and Production

Chapter 1A	Population figures rise through migration and natural increase but are limited by the environment.	ECONOMIC
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NOTE: This statement was found to be very difficult to classify. The idea of population increase, as stated here, involves both economic and social considerations. The feeling of the jury, however, was that the economic consideration predominated.

Chapter 1B	The classification of systems of production involves an understanding of consumption and production.	ECONOMIC
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Chapter 1C	The production and distribution of food, energy and industrial materials and products must be improved throughout the world.	ECONOMIC
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Chapter 1D	Both the underdeveloped and the advanced countries face many economic problems in their attempts to improve their standards of living.	ECONOMIC
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Chapter IIA	Great Britain, a commercial economy of high population density, seeks to maintain her established economy, at the same time modernizing it to suit the times.	ECONOMIC
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Chapter IIB	The St. Lawrence-Lower Great Lakes Lowland is a commercial economy of high population density and is the centre of Canada's economic and political life.	ECONOMIC
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Chapter IIC	India, a subsistence economy of high population density, has many problems to overcome in order to feed and support her population.	ECONOMIC
<u>NOTE:</u>	Although the main implication of this statement is economic in nature, some of the problems mentioned are social. However, the <u>content</u> of this statement can be categorized as economic.	
Chapter IID	Japan, a transitional economy of high population density, has improved its economic lot through reform and ingenuity and stands as an example to the emerging nations.	ECONOMIC
Chapter IIIA	An example of a commercial economy of moderate population density is the prairie provinces of Canada whose main problems are transportation and a small population in a large land area.	ECONOMIC
Chapter IIIB	Although Iran is a subsistence economy of only moderate population density, the physical environment is difficult and any increase in population would eliminate improvements in other areas.	ECONOMIC
Chapter IIIC	Peru, a transitional economy of moderate population density, has a well-developed coastal area, but the rest of the country is very poor.	ECONOMIC
Chapter IVA	Although the Canadian Northland, a commercial economy of low population density, is rich in resources and important in its strategic position, it is doubtful if it could ever support a large population.	ECONOMIC
Chapter IVB	The Central African Republic, a subsistence economy of low population density, has limited resources, an isolated location, and inhabitants who are uninterested in changing their primitive agricultural practices.	ECONOMIC
<u>NOTE:</u>	There are strong social connotations here but, as in previous examples, the social problems cause a number of the larger and more important problems which are economic in nature.	

Political and Economic Systems

Chapter I In order to solve one of man's oldest problems, the reconciliation of his need for order with his individual needs, it is necessary to have both positive knowledge (about what is), and normative knowledge (about what ought to be) POLITICAL

NOTE: This problem is a political one but there are strong social implications present, both in the idea of the needs of man, and in the concept of normative knowledge.

Chapter IIA A purely private-enterprise economy is organized around such ideas as free markets, consumer sovereignty, division of labour, exchange, and interdependence and requires a rational calculating attitude on the part of the people. ECONOMIC

Chapter IIB Although "direct democracy" is impractical in a modern nation state and has been replaced by representative democracy, there is still no political system that is completely democratic. ECONOMIC

Chapter II ends with two readings: "Control of the Public Purse in Canada and "Income Distribution in Canada". Both contain much statistical information in the form of figures and graphs and raise such questions as the desirability of televising the House of Commons debates, the importance of secrecy in some areas of government spending, and the necessity for redistribution of wealth by the government. POLITICAL

NOTE: Although these readings contain much economic information, the main concern is with the duties of the government in regards to economic situations.

Chapter IIIA A public-enterprise economy is one in which the economic activity is organized by central planning, headed by the "Central Planning Authority", and involves other committees in production, production methods, prices and wages. ECONOMIC

NOTE: Because public enterprise involves the government the political category might be appropriate. However, this statement is more concerned with an economic system than with a political one.

- Chapter IIIB Dictatorship, or government by the elite, is based upon political inequality and the absence of political competition and relies upon such techniques as force, indoctrination, the direction of popular grievances, away from the regime into other channels, and "controlled participation" in order to ensure the obedience of the members of the non-elite. POLITICAL
- Chapter III concludes with two readings: "Government of the U.S.S.R." and "Central Planning in the U.S.S.R." and involves questions of comparison between Canada and the U.S.S.R. in terms of their federal structure, their parties, and their agricultural systems. POLITICAL-ECONOMIC
- Chapter IV Sweden is given as an example of Democratic Socialism in which economic and social problems are handled through collective action; however, the government does not use centrally planned formulas but rather the idea of indicative planning which lays down guide lines for the economy. POLITICAL-ECONOMIC
- NOTE: This statement deals with a system of government (democratic) and an economic system (public enterprise) as they are combined.
- Chapter V Illustrations of a private-enterprise economy combined with a dictatorial polity are given as Nazi Germany, which used government-regulated enterprise, and Mexico under Diaz (1870-1910); the combination is compatible if the political elite and the economic elite are able to exchange favours. POLITICAL-ECONOMIC
- NOTE: Again the statement deals with a system of government (dictatorship) in combination with an economic system (private enterprise)
- Chapter VI A traditional society preserves stability but disintegrates when faced with external disturbances. All societies must have traditions in order to achieve stability; however, complete adherence to traditions prevents adaptations to new problems. SOCIAL

Chapter VI concludes with two readings: "North Indian Village" and "The Embu of Kenya". Both are traditional societies, but the Embu, being less strongly committed to their old way of life, have accepted new ideas more readily than the North Indian village where a highly SOCIAL authoritarian social structure prevails.

Chapter VII The underdeveloped countries of the world are demanding economic progress quickly and thus require increases in the productivity of land and labour, accumulation of capital, improvements in technology and application of improved technology, the provision of enterprise, and creation of a suitable social environment. In order to do this, the governments of the underdeveloped countries have had to adopt more authoritarian forms of government than many of the richer ECONOMIC countries.

NOTE: It is the economic desires and problems of these countries which lead them to adopt authoritarian forms of government. Thus, although political implications are strongly evident, it is the economy which dictates the political system.

Chapter VIII Three underdeveloped areas are India, a democratic country hampered by poverty and traditional barriers to change; China an authoritarian country which has attempted to break down traditional attitudes and systems; and Latin America which suffers from a lack of stable, efficient government. POLITICAL-
ECONOMIC-
SOCIAL

NOTE: This statement could be categorized in all three areas: political because the forms and troubles of government are involved; economic because the main problem is under-development; and social because traditions and attitudes form obstacles. Although all three categories could be used, it was felt that this statement emphasized the social and economic implications over political ones.

Chapter IX

Governments have accepted a larger role in the economy of the wealthy countries for two reasons: the structure of society has changed so that the individual is less independent, traditions are weakened, there is more demand for public goods and services, there are new tendencies towards monopoly, and there has been a greater emphasis on secondary benefits, all of which lead to the need for collective action; secondly, the belief has grown stronger that the price system does not yield an entirely just distribution of income.

POLITICAL

NOTE:

The statement deals mainly with government although economic reasons are listed and social implications are involved in the idea of a "just" distribution.

Chapter X

The question of individual freedom in a complex society can be broken down into three problems: preservation of incentives, the growing size of the civil service, and the relative size and strength of the individual and the government. While liberty is an important goal, there are many other goals, and the type of economy and government chosen in one country is not necessarily the best for all areas.

SOCIAL

NOTE:

Although both politics and economy are involved, the statement implies the making of a choice based on the goals or values which one holds.

Conflict and Cooperation

Introduction

Following the century of Pax Britannica, the early years of the twentieth century saw the increase of international rivalries as well as the growth of economic and social problems, which threatened to change the entire pattern of Western society.

POLITICAL

NOTE:

Both economic and social problems are mentioned, but these contribute to the political problems, and thus are subordinate to them.

- Chapter I Although many Europeans emigrated to the empty lands during the nineteenth century, thus leading to the establishment of a larger area of European colonization, it was the policy of Western imperialism in the Eastern and African countries which led to the development of resentment on the part of the coloured peoples, and to the substitution of the dynamism of Western civilization for the traditional passive attitudes of these people, thus leading to the downfall of Western imperialism. POLITICAL
- NOTE: Social implications are present in the ideas of tradition and race, but the emphasis is on the political ideas and outcomes.
- Chapter II The solution of the problem of production seemed in sight in the nineteenth century, but the problem of distribution remained and led to the growth of various theories such as laissez-faire and liberalism and to the development of various types of socialism including Utopianism, revisionism, Fabianism, and Marxism, as well as the more extreme doctrines of anarchism and nihilism. ECONOMIC
- Chapter III The first World War, caused by an intensification of nationalistic and imperialistic rivalries and by the breakdown of the diplomatic channels and the idea of the balance of power, brought about the development of a new order, one in which Canada began to play a role as a nation separate from Britain.
- Chapter IV By the end of World War I the nations realized that war could no longer be accepted as a legitimate means of settling disputes and thus the League of Nations was formed which aimed to prevent wars by a system of collective security.

- Chapter V The Fascist and Nazi parties grew out of the frustrations of the Depression following World War I, and received support because of their anti-Communist ideas and their promise and ability to achieve order. POLITICAL
- Chapter VI With the failure of the League, each nation became the guardian of its own interests, and the militaristic regimes of Japan, Germany and Italy were tolerated by the other powers who also looked to their own economic and political interests. POLITICAL
- Chapter VII World War II resulted in new political powers such as the U.S.A. and the U.S.S.R., in the development of a great many small countries, in the realization that atomic war could wipe out civilization, and in the United Nations which aims to preserve peace and security. POLITICAL
- Chapter VIII The Cold War, a conflict over both ideological and imperialistic aims, is characterized by the use of propoganda and espionage, the development of technology, and particularly nuclear weapons, and the rivalry for the friendship of the "uncommitted" nations. POLITICAL
- Chapter IX Today the world seems to be in a transitional state, marked by strong nationalist and independence movements on the part of the underdeveloped countries, and by new organizations of cooperation (the Organization for African Unity, the Arab League, the Organization of American States, the Commonwealth, and the European Common Market) which seek to influence world affairs through combined action and ideas. POLITICAL

NOTE: Economic implications are present only insofar as the above named organizations are economic in purpose.

CONCLUSIONS

1. From Table II it can be seen that Social Studies 30X in comparison with Social Studies 30 involves twice the number of economic understandings, less than a third of the political ones, and a significant number of social understandings.
2. Also, from this same table it can be seen that there is more overlapping in the categorization of understandings in the Social Studies 30X course than in the Social Studies 30 course. The interrelationship of political and economic understandings is emphasized in Social Studies 30X.
3. The understandings of the Social Studies 30 course are concerned with political and economic content but with no social content; the Social Studies 30X understandings include social understandings particularly concerning race. Examples of the social concepts can be found in the three understandings of Chapter six of Population and Production. Social concepts concerning choices and values are also found in the new course but not in the old. Examples of this are Chapter X of Political and Economic Systems and Chapter V of Problems and Values.
4. The actual content of the two courses differs greatly although some understandings are similar. Where this is the case, the Social Studies 30X course is generally involved more with the

TABLE II

CLASSIFICATION OF TEXTBOOK UNDERSTANDINGS⁷

	Social Studies 30		Social Studies 30X	
Category	Number of Understandings	Percentage of Total	Number of Understandings	Percentage of Total
Political	21	75	19	45.2
Economic	7	25	21	50.0
Social	0	0	6	14.3
Possible Total:	28		42 ⁸	

⁷For a more detailed explanation of this Table see Tables III and IV in Appendix A on page 108.

⁸Three understandings of Social Studies 30X were classified as belonging to more than one category.

contemporary and with a world view rather than a Canadian one, or it goes a step further than the statement of the problem by suggesting the need for a decision.

Example 1: Understanding VII of the old course and Understanding IX of Political and Economic Systems both deal with the position of the government in the economy of the country. Both statements give reasons for the position of the government. In addition, the Social Studies 30X course gives more detail and deals with the world situation rather than just that of Canada.

Example 2: Understanding XIII of Social Studies 30 and Understandings VII and VIII of Conflict and Cooperation deal with the present conflict known as the Cold War. However, the Social Studies 30X course is more contemporary in the fact that the division is not made on the basis of Russia and other countries but on the basis of ideological and imperialistic aims.

Example 3: Understanding XXVII of Social Studies 30 and Understanding X of Political and Economic Systems deal with the idea of efficiency versus liberty in government. The Social Studies 30X course not only recognizes the problem but goes into much greater detail as to the causes of the problem. In addition, it emphasizes the fact that whether efficiency or liberty is given predominance depends upon the chosen ends of the society and the government.

Thus the understandings of the Social Studies 30X course reflect a new content and a new approach.

CHAPTER V

THE EXAMINATIONS

Introduction

The Social Studies 30 and the Social Studies 30X 1967 Departmental examinations were written at the same time. The time allotted for each was three hours. Both consisted of multiple choice questions, short answer questions, matching questions, and essay questions. In addition, the Social Studies 30 paper included the development of an outline. All questions were obligatory but there was a choice of essay topics. The Social Studies 30 paper required one 250-word essay and one outline from a choice of six topics; the Social Studies 30X paper required one 250-word essay from a choice of three topics. The topics given in both examinations required knowledge of facts and their application to problems. It was possible, however, on both papers, to write an essay utilizing facts learned in class without referring to any factual content acquired outside the course. The units of the courses were represented on the examination papers as shown in Table III. A further analysis of the papers is given in Table IV on page 65.

TABLE III

UNITS OF COURSES AS REPRESENTED IN THE EXAMINATIONS AND DESCRIBED
IN THE CURRICULUM GUIDES

SOCIAL STUDIES 30

Examination Questions Set from <u>Unit</u> Content	Marks	Percentage of Total Marks
I	25	12.2
II	25	12.2
III	59	28.8
IV	56	27.3
V	0	0
Essay	30	14.6
Outline	10	4.9

SOCIAL STUDIES 30X

Unit	Marks	Percentage of Total Marks
I	22	16.7
II	42	32.1
III	37	28.2
Essay	30	22.9

TABLE IV
THE EXAMINATIONS

	Social Studies 30			Social Studies 30X		
Time Allotted for Examination	3 hours			3 hours		
Total Marks	205			131		
	No. of Questions	Marks	% of Total	No. of Questions	Marks	% of Total
Multiple Choice Questions	36	36	17.16	45	50	38.2
Short Answer Questions	42	62	30.2	15	25	19.1
Matching Questions	30	30	14.6	14	14	10.5
Map Questions	7	25	12.2	0	0	0
Graph Questions	2	12	5.9	10	12	9.2
Essay Questions	2	40	19.5	1	30	22.9

Classification of Examination Questions

The subject matter of the questions on the examinations was classified as political, economic or social by a committee of competent professionals.¹ The Social Studies 30 examination is found in Appendix B and the Social Studies 30X examination is given in Appendix C.

Economic Questions

The first twenty-eight questions of the Social Studies 30 examination were classified as questions on economics. Examples of completely "economic" questions are given below:

Example 1: A term which means the careful use of agricultural land to keep it productive is
A. preservation B. cultivation C. rotation
D. conservation.²

Example 2: What is meant by a favourable balance of trade?³

¹The examination questions were classified by a group of Social Studies Teachers who had taught or were teaching Social Studies 30 and Social Studies 30X.

²Alberta, Department of Education, Departmental Examination, Social Studies 30, 1967, Question 6.

³Ibid., Question 26.

Example 3: Which of the following proved to be a limitation upon the continuation of laissez-faire in advanced industrial countries? A. the production of more and better quality goods at reduced costs B. the development of new inventions C. increased profits to the efficient producers D. periods of mass unemployment during each business cycle.⁴

Each of the first twenty-eight questions of the Social Studies 30X examination dealt with economic issues. Examples of these are given as follows:

Example 1: The tremendous inequalities that exist between 20th century nations include all of the following EXCEPT one. Choose the EXCEPTION. A. quantity and quality of food supply B. the availability of industrial resources C. annual rainfall and suitability for agricultural production D. numbers of people and rates of population growth.⁵

Example 2: The country of Iran is classified as a region of
A. moderate population density and subsistence economy
B. low population density and subsistence economy
C. moderate population density and commercial economy
D. high population density and transitional economy.⁶

⁴Ibid., Question 35.

⁵ Alberta, Department of Education, Departmental Examination, Social Studies 30X, 1967, Question 1.

⁶Ibid., Question 11.

Example 3: All of the following are true of Latin American trade EXCEPT one. Choose the EXCEPTION.

A. Latin American countries trade extensively with one another B. Latin America is over-dependent on revenue from foreign trade C. Many Latin American countries have largely one-crop economies D. Latin American exports are largely of a primary nature.⁷

In some cases other categories than economic were considered applicable. However, in each case the economic concept or issue was considered to be most important and thus the question was classified as economic. Examples are given below:

Example 1: "The Liberals under MacKenzie were unable to secure reciprocity and unwilling to adopt protection " (Text). What was the outcome?⁸

NOTE: Politics are very much in evidence here, but it is the economics which is the main cause and the main point of this question.

Example 2: Why, in 1946, was Canada faced with the need to find new markets for her exports?⁹

NOTE: Although political reasons are involved, the content of this question deals with economic issues.

Example 3: For what economic reason did the Allies, in 1919, refuse to return Germany's colonies to her?¹⁰

⁷ Ibid., Question 58.

⁸ Social Studies 30, op. cit., Question 24.

⁹ Social Studies 30, Ibid., Question 25.

¹⁰ Ibid., Question 34.

NOTE: Although politics are very much involved here, the economic idea is the main point.

Example 4: Lenin's New Economic Policy in 1921 was a partial retreat from Communism because it A. marked the end of private ownership in Russia's major industries B. marked the end of state ownership of Russia's major industries C. encouraged private enterprise in some fields including foreign investments D. permitted some private enterprise within Russia but no foreign participation.¹¹

NOTE: This question deals with an economic system, although government is very much involved.

Example 5: Japan experienced a great commercial and industrial expansion during World War I and the 20-year period following. This may be explained by all of the following EXCEPT one. Choose the EXCEPTION. A. There was a strong anti-Western sentiment in Japan and East Asian countries B. Japan provided military goods to the Allies during World War I C. Western countries could not export to Japan during the war years D. World War I caused a great growth of the ship-building industry in Japan.¹²

¹¹Ibid., Question 46.

¹²Social Studies 30X, op. cit., Question 9.

NOTE: Both political and social reasons are given here but the main reasons or results are economic.

Example 6: Assuming that all other factors are equal, unemployment due to overproduction would most likely be a serious problem in a A. pure socialistic economy B. pure price system C. centrally planned economy D. largely capitalistic economy.¹³

NOTE: Although the idea of government is present, the economic system under which the government is operating is emphasized.

Example 7: Soviet planners have been able to concentrate more on the production of capital rather than consumer goods because A. low government wage scales do not enable Russian workers to buy many consumer commodities B. the desires of the public are completely ignored in Russia's system of state planning C. the Russian workers have never developed a desire for a high standard of living D. consumer goods are mostly produced by private rather than state factories.¹⁴

NOTE: Government is incidental to the idea of a particular economic system.

¹³Ibid., Question 33.

¹⁴Ibid., Question 36.

Example 8: How does industrial development affect the economic independence of the individual?¹⁵

NOTE: Since it involves the individual as well as government and business, social implications are present here.

Political Questions

Eighty-three questions on the Social Studies 30 examination were classified as political. Twenty-nine questions of a political nature were found in the Social Studies 30X examination. Examples are given below:

Example 1: What is the difference between British socialism and Russian communism?¹⁶

Example 2: Italy joined the Triple Entente in World War I because A. Germany attacked her B. she was promised Austrian-held territory C. the Italian socialists demanded Italian participation in the war D. England threatened to attack her.¹⁷

Example 3: All of the following are characteristic of a communist system of government EXCEPT A. the party insists that all citizens must be party members B. the party controls radio, press and other mass media of communications C. the party sets up secret police, arbitrary arrests and staged trials.

¹⁵Ibid., Question 50.

¹⁶Social Studies 30, op. cit., Question 30.

¹⁷Ibid., Question 37.

D. the party insists that there be no other political parties within the country.¹⁸

Example 4: A major turning point in World War II in Europe came with Germany's defeat at A. Leningrad B. Stalingrad C. Kiev D. Smolensk.¹⁹

Example 5: France has helped her former African colonies make the transition to independence by creating the French Community. Name ONE condition of membership in this organization.²⁰

Example 6: Explain what is meant by representative government.²¹

Example 7: Briefly describe the role of an ombudsman.²²

Example 8: The term that applied to the nineteenth century policy of extending European interests to every part of the non-European world was A. imperialism B. internationalism C. militarism D. nationalism.²³

Example 9: By the turn of the 20th. century there were signs that a peaceful era was coming to an end. All of the following EXCEPT ONE were signs of this change.

¹⁸ Ibid., Question 48.

¹⁹ Ibid., Question 50.

²⁰ Social Studies 30, Ibid., Question 118.

²¹ Social Studies 30X, op. cit., Question 43.

²² Ibid., Question 47.

²³ Social Studies 30X, ibid., Question 63.

Choose the EXCEPTION. A. Britain began to lose power which she had used to dominate Europe in the nineteenth century. B. desires for markets and raw materials intensified among European powers. C. intensifying rivalries among European powers brought about clashes D. many nations were overtaking the industrial lead which Britain had gained earlier and challenged her supremacy.²⁴

In some cases other categories than political were considered applicable. However, in each case the political concept or issue was considered to be the most important and as such the question was classified as political. Examples are given below:

Example 1: The members of the European Common Market look forward ultimately to A. universal trade without tariffs B. federation of its members under a single government C. inclusion of all countries of Europe in its membership D. challenge the influence of the United States.²⁵

NOTE: Economic considerations are present but this question deals with the organization or government of the Common Market.

²⁴Ibid., Question 64.

²⁵Social Studies 30, op. cit., Question 65.

Example 2: The Buddhist and Catholic factions have contributed to the political disruption in this country.²⁶

NOTE: Although religion, which was included in the definition of social, is involved, the emphasis is on the political activity of these groups.

Example 3: Why did the French in the colony of Quebec not support the American Revolution?²⁷

NOTE: Economic and social considerations are present but the American Revolution and the Quebec Act are political as is the main point of this question.

Example 4: The Charlottetown Conference, 1864, discussed the need for wider trade between colonies. The Riel Rebellion broke out in 1885.²⁸

NOTE: The first part of the question deals with economic needs; the second part deals with a political fact. The relationship, if any, is a political one.

²⁶Ibid., Question 72.

²⁷Ibid., Question 81.

²⁸Ibid., Question 93.

Example 5: A set of figures showing the government's share of national income in eight countries was given. Which of these is the most reasonable conclusion to draw from these figures? A. Governments in Western countries play a larger role than governments in Oriental countries. B. The role of government increases with the size of population. C. The role of government is greater in wealthy countries than in poor countries. D. Democratic governments tend to be larger than totalitarian governments.²⁹

NOTE: The role a government plays affects the individual and in this sense the question deals with a social problem. However, the emphasis here is on the government's role and thus the question deals with political facts.

Example 6: In the quotation, Mill is arguing mostly in favour of A. individual freedom and liberty B. greater economy in governmental administration C. more efficient administration of human affairs generally D. better education for the masses.³⁰

²⁹ Social Studies 30X, op. cit., Question 60.

³⁰ Ibid., Question 61.

NOTE: Although the quotation is strongly political, the question involves both economic and social considerations.

Example 7: Fascism thought of society as an army, and the private citizen as a soldier whose duty it was to obey without question, those in authority.³¹

NOTE: This question deals with a social idea of a political party.

Social Questions

Questions dealing with content which could be categorized as social were limited on both papers. Using the definition given in Chapter II the following questions were categorized as social:

1. What is the purpose of the Canada Council?³²
2. From what "humanitarian concern" does the socialist ideal stem?³³

These questions dealt with social organizations and ideals.

Other questions were also categorized as social but these contained political or economic factors as well. They are listed below:

³¹Ibid., Question 70.

³²Social Studies 30, op. cit., Question 108.

³³Social Studies 30X, op. cit., Question 46.

1. How does a traditional society view "progress"?³⁴

NOTE: Both political and economic ideas are implicit in the term "progress" but the problem is a social one.

2. One of the most important phenomena of the 20th Century is called "the revolution of rising expectations" within the poor nations of the world. What contribution has the Western World made to "the revolution of rising expectations" now taking place amongst the developing nations?³⁵

NOTE: Economic and political implications are present but the problem of western and non-western nations is to a large extent a social problem.

3. The society of the Embu in Africa serves as an example to show that traditional societies can be broken down by
 - A. internal tribal dissension
 - B. economic hardship and political disorganization
 - C. outside political, religious and economic influences
 - D. all of the above.³⁶

NOTE: Although political and economic factors are present in this question, the breakdown of society, a social problem, is emphasized.

³⁴Ibid., Question 48.

³⁵Ibid., Question 49.

³⁶Ibid., Question 55.

Questions Belonging to More Than One Category

Some questions fell into more than one category with neither category more important than the other. Thus various combinations emerged in the categorizations and these are given below:

Political-Social Questions

1. He felt that the St. Lawrence region would always be French.³⁷

NOTE: Both social and political implications are present here and it is difficult to judge in such a short statement which is more important.

2. Majority views prevail in a democracy because they are A. popular B. right C. best D. reasonable.³⁸

NOTE: This question deals with a system of government but it involves choices and values and thus is of a social nature as well as of a political nature.

No questions were categorized as economic and social nor were any considered to belong to all three categories.

³⁷ Social Studies 30, op. cit., Question 75.

³⁸ Social Studies 30X, op. cit., Question 59.

Questions Belonging to No Category

Some questions could not be placed in any of the three categories. In each case the question dealt with the terminology of the course of social studies rather than the content. These are listed below:

1. A group of islands which is partly an extension of the Canadian Shield is the A. Queen Charlotte Islands B. Arctic Archipelago C. Alexander Archipelago D. Magdalen Islands.³⁹

NOTE: This question is a completely geographical one and as stated here contains no political, economic or social implications.

2. Define the term physiography.⁴⁰

NOTE: This term is a geographical one and as stated contains no political, economic or social concepts.

3. All of the following are true of the "model" of any system EXCEPT one. Choose the EXCEPTION.
 - A. A model exists only in the imagination.
 - B. A model is a description of a system in its simplest, purest form.
 - C. Models are designed to depict the best system that can be devised.
 - D. Models are a useful first step toward the understanding of complex realities.⁴¹

³⁹Social Studies 30, op. cit., Question 5.

⁴⁰Social Studies 30, op. cit., Question 9.

⁴¹Social Studies 30X, op. cit., Question 54.

NOTE: This question deals with techniques used in the textbooks and does not fit into any of the three categories.

The Essay Questions

Because of the nature of the essay questions, which called for political, economic and social concepts, and because the essay questions involved choices, it was considered impossible to classify these questions in the same manner as those above.

Social Studies 30

The essay question was worth 30 marks and was to be chosen from six topics. In addition, an outline, valued at 10 marks, was required on any one of the topics other than that chosen for the essay.

Topic I	Discuss the problems that led to a Canadian Confederation in 1867.	POLITICAL- ECONOMIC- SOCIAL
Topic II	Discuss the reasons for and the significance of the rift between Russia and China.	POLITICAL
Topic III	The policies of President de Gaulle of France have created problems for the western democracies. Discuss his policies and their impact upon the western alliance.	POLITICAL
Topic IV	The roots of World War I lie in the 19th century. Discuss.	POLITICAL
Topic V	Describe and explain Canada's trade relations with the other countries of the Western Hemisphere.	ECONOMIC
Topic VI	Discuss the problems affecting unity within the Commonwealth.	POLITICAL- ECONOMIC- SOCIAL

Social Studies 30X

Three topics were given on this paper from which one essay, worth 30 marks, was to be written.

Topic 1 Some of the underdeveloped nations of the world will have to undergo many changes if they are to move from a subsistence to a commercial economy. Explain the changes that will be necessary. ECONOMIC-POLITICAL-SOCIAL

NOTE: The problem is an economic one and requires changes in the economic, social and political structure of these countries.

Topic II "The United Nations has maintained general international peace and co-operation since 1945." Develop a strong case either for or against this point of view. POLITICAL

Topic III Most countries today have what your textbook calls "mixed economies", composed of both private enterprise and socialistic features. Show that this is the case in Canada and develop the arguments that are generally given in support of such an economy. ECONOMIC

Although it was possible on both papers to write on either economic or political topics exclusively, and although there were questions involving all three concepts on both papers, the Social Studies 30 examination essay questions required more knowledge of political content than did the Social Studies 30X examination.

Conclusions

1. The two examinations reflect a change from a highly political emphasis to one in which economics plays a strong role. Although political facts are still important, the economic content of the Social Studies 30X paper rose significantly from less than one third to more than one half of the paper. If the essay topics are included in this survey, then the balance swings heavily towards economics in the Social Studies 30X paper, for the student has fewer political topics from which to choose. Although the social content required is very small in both papers, it increased three-fold from the Social Studies 30 paper to the Social Studies 30X examination.
2. From Table V it can be seen that there is more overlapping in the categorization of questions in the Social Studies 30X examination than in the Social Studies 30 paper.
3. The Social Studies 30X examination contains questions requiring the formation of generalizations on the basis of information given. Questions 21 to 25 are based on a given table of statistics as is question 60. The Social Studies 30 examination contains no questions of this kind.
4. The Social Studies 30X examination contains questions requiring interpretation and the formation of opinions on the basis of information given. Questions 61, 62, 68, 74, 75 and 76 require

TABLE V

CLASSIFICATION OF QUESTIONS IN THE JUNE 1967 EXAMINATIONS⁴²

Category	Number of Questions	Marks	Percentage of Total Marks ⁴³	Number of Questions	Marks	Percentage of Total Marks ⁴⁴
Political	83	108	67.27	29	45	44.55
Economic	31	53	32.12	51	53	52.48
Social	3	3	1.82	5	5	4.95
No Category	2	2	1.21	1	1	.99
Totals on Examinations	118 ⁴⁵	165		82	101 ⁴⁶	

⁴²For a more detailed explanation of this Table see Tables V and VI in Appendix A on page 109.

⁴³The percentages were figured from a total of 165; that is, without the essay (30 marks) and the outline (10 marks).

⁴⁴The percentages were figured from a total of 101; that is, without the essay (30 marks).

⁴⁵One question in the Social Studies 30 examination was classified as belonging to more than one category.

⁴⁶Four questions in the Social Studies 30X examination were classified as belonging to more than one category.

the interpretation of readings or speeches. It is necessary for the student to show that he understands the language and concepts used. Question 77 deals with the identification of bias. Although the Social Studies 30 examination requires the interpretation of graphs in questions 14, 15 and 16, nothing is required other than that the student read the graph correctly.

5. The Social Studies 30X examination contains a number of questions requiring the students to judge the truth or falsity of statements based both on their own knowledge and on the information given in the examination. Questions 26 to 28, 38 to 42, and 69 to 73 are of this type. The Social Studies 30 examination contains no questions of this kind. Thus it can be seen that the examination for Social Studies 30X reflects a shift to more economic and social content, with a corresponding decrease in attention to political content.

CHAPTER VI

THE METHOD

Chapter I discussed the interest in a new method in the social studies, that of the inquiry method. The questions to be answered in this chapter are whether or not the objectives and examination questions of Social Studies 30X reflect this method and whether or not this is a change from Social Studies 30. Accordingly the objectives and examination questions of both courses were examined in terms of Bloom's Taxonomy: Cognitive Domain.¹ The six major classes are listed under the following headings:

1.0 Knowledge

2.0 Comprehension

3.0 Application

4.0 Analysis

5.0 Synthesis

6.0 Evaluation

The categories and sub-categories for the above headings are listed in Appendix D.

The cognitive domain includes those activities "which deal with the recall or recognition of knowledge and the development of intellectual abilities and skills."² The affective domain includes objectives and test items which deal with "changes in interest, attitudes, and values, and the development of appreciations and adequate adjustment."³ Chapter III, which discussed objectives,

¹Benjamin S. Bloom (ed.), Taxonomy of Educational Objectives Handbook 1: Cognitive Domain (New York: David MacKay Company Inc., 1956).

²Ibid., page 7.

³Loc. cit.

showed that the broad objectives of both courses dealt with the development of similar attitudes. Therefore, the broad objectives were not classified in this chapter.

The problem of identifying the level at which problem solving can be said to have taken place is a difficult one. Specific facts are necessary in the use of the inquiry method and thus even the lowest category can be considered to be a part of the process. The question to be answered was whether or not the objectives and examination questions of Social Studies 30X involved any different classification than those of Social Studies 30 and, if so, the direction in which the change moved.

Difficulties in classification arose. The Taxonomy states that what is classified is the "intended behaviour of students - the ways in which individuals are to act, think, or feel as the result of participating in some unit of instruction."⁴

One difficulty in classifying examination questions arose from the need to know the examinees' prior educational experiences. Since classroom experiences were not examined in this study, the background of the examinees in social studies was assumed to be the Social Studies 30 and Social Studies 30X textbooks.

A second difficulty was that the intended behaviour does not always correspond to the actual behaviour of the student. Again, because the classroom situation was not examined, the classifications were assigned on the basis of the information given in the objectives, textbooks, and examinations.

Tables VI, VII, VIII and IX show the results of the classification.

⁴Ibid., page 12.

TABLE VI

CLASSIFICATION OF OBJECTIVES OF SOCIAL STUDIES 30 AND SOCIAL STUDIES

30X ACCORDING TO BLOOM'S TAXONOMY: COGNITIVE DOMAIN⁵

Category	Social Studies 30		Social Studies 30X	
	Number of Objectives	Percentage of Total	Number of Objectives	Percentage of Total
1.00				
1.10				
1.11				
1.12	6	25	6	24
1.20				
1.21				
1.22	7	29.17	2	8
1.23			1	4
1.24	3	12.50		
1.25			3	12
1.30				
1.31	3	12.50	7	28
1.32	5	20.83	3	12
2.00				
2.10				
2.20				
2.30				
3.00			2	8
4.00				
4.10				
4.20				
4.30				
5.00				
5.10				
5.20				
5.30				
6.00				
6.10				
6.20			1	4
Total	24		25	

⁵ For amore detailed explanation of this Table see Table VII in Appendix A on page 110.

TABLE VII

CLASSIFICATION OF EXAMINATION QUESTIONS ACCORDING TO BLOOM'S

TAXONOMY: COGNITIVE DOMAIN⁶

Social Studies 30				Social Studies 30X		
Category	Number of Questions	Value	Percentage of Total	Number of Questions	Value	Percentage of Total
1.00						
1.10						
1.11	10	12	7.27	15	15	14.85
1.12	98	133	80.60	27	27	26.72
1.20						
1.21						
1.22				1	1	.99
1.23				1	1	.99
1.24						
1.25				1	1	.99
1.30						
1.31	2	2	1.21	6	6	5.94
1.32						
2.00						
2.10				1	1	.99
2.20	2	10	6.06	19	28	27.72
2.30	1	2	1.21	6	7	6.93
3.00				1	1	.99
4.00						
4.10	1	2	1.21	1	6	5.94
4.20	4	4	2.42	1	1	.99
4.30						
5.00						
5.10				1	3	2.97
5.20				1	3	2.97
5.30						
6.00						
6.10						
6.20						
Total	118	165		182	101	

⁶For a more detailed explanation of this Table see Table VIII in Appendix A on page 8 - 32 - 35, 9 - 35 - 38.

TABLE VIII

COMPARISON OF OBJECTIVES AND EXAMINATION QUESTIONS IN SOCIAL STUDIES 30

Category	Number of Objectives	% of Total	Number of Questions	Value of Questions	% of Total
1.00					
1.10	6	25	108	145	87.87
1.20	10	41.67	0	0	0
1.30	8	33.33	2	2	1.21
2.00					
2.10	0	0	0	0	0
2.20	0	0	2	10	6.06
2.30	0	0	1	2	1.21
3.00	0	0	0	0	0
4.00					
4.10	0	0	1	2	1.21
4.20	0	0	4	4	2.42
4.30	0	0	0	0	0
5.00					
5.10	0	0	3 Essay Questions at 30 marks each		
5.20	0	0	0	0	0
5.30	0	0	0	0	0
6.00	0	0	0	0	0

TABLE IX

COMPARISON OF OBJECTIVES AND EXAMINATION QUESTIONS IN SOCIAL STUDIES 30X

Category	Number of Objectives	% of Total	Number of Questions	Value of Questions	% of Total
1.00					
1.10	6	24	42	42	41.57
1.20	6	24	3	3	2.97
1.30	10	40	6	6	5.94
2.00					
2.10	0	0	1	1	.99
2.20	0	0	19	28	27.72
2.30	0	0	6	7	6.93
3.00	2	8	1	1	.99
4.00					
4.10	0	0	1	6	5.94
4.20	0	0	1	1	.99
4.30	0	0	0	0	0
5.00					
5.10	0	0	2 Essay Questions at 30 marks each		
5.20	0	0	1	3	2.97
6.00	1	4	1 Essay Question at 30 marks		

Conclusions

1. From Table VI it can be seen that the objectives of Social Studies 30X, when compared with those of Social Studies 30, include approximately the same percentage of objectives dealing with the knowledge of specifics, about three fifths the percentage of objectives concerning knowledge of ways and means of dealing with specifics, and a significant increase in the percentage of objectives dealing with universals and abstractions. In addition, a significant percentage of objectives dealing with intellectual abilities and skills was noted in Social Studies 30X.
2. From Table VII it can be seen that the examination questions of Social Studies 30X, when compared with those of Social Studies 30, contain less than one half the percentage of items dealing with knowledge of specifics, almost five times the percentage of items dealing with comprehension, and twice the percentage of items dealing with analysis. In addition, the examination questions of Social Studies 30X showed a marked increase over those of Social Studies 30 dealing with knowledge of ways and means of dealing with

specifics, universals and abstractions, application and synthesis.

Thus, it can be seen that Social Studies 30X emphasizes the higher categories of intellectual abilities and skills, as outlined in Bloom's Taxonomy, more than does Social Studies 30.

3. The essay questions on both papers (Question 119 on the Social Studies 30 paper, and Question 83 on the Social Studies 30X paper) were much alike in terms of the behaviour required to answer them. All but one topic on each paper was classified as synthesis, and one topic on each paper was classified as evaluation.
4. From Table VIII it can be seen that the examination questions of Social Studies 30 are not entirely consistent with the objectives of the course. There is a much greater emphasis on knowledge of specifics in the examination than is found in the objectives. Also, the knowledge of ways and means of dealing with specifics and the knowledge of universals and abstractions, which account for over seventy percent of the objectives, are reflected in only two examination items, or a little over one percent of the

total examination marks. The higher categories are included in a little over ten percent of the examination questions although they are not included in the objectives.

5. From Table IX it can be seen that the examination questions of Social Studies 30X are not entirely consistent with the objectives of the course. There is a greater emphasis on knowledge of specifics and intellectual abilities and much less emphasis on knowledge of universals and abstractions in the examination than in the objectives.

Thus, the examinations of both courses show a greater emphasis on knowledge of specifics than do the objectives. Both, also, demonstrate a greater attention to the higher processes than do the specific objectives. However, as stated earlier in this chapter, the general objectives of both courses deal with the formation and validation of attitudes, and would therefore be related to the examination questions categorized as intellectual abilities.

Thus, the objectives of the courses can be said to be reflected in the examinations insofar as these objectives can be measured.

CHAPTER VII

IMPLICATIONS

The analysis of the objectives, textbook understandings, and examinations discussed in previous chapters shows trends which imply changes for teachers, teacher-trainees, and students. The most obvious trends found in this study are the change in emphasis from political knowledge to economic and social knowledge, and from the knowledge of specifics to knowledge utilizing intellectual abilities and skills.

As noted in Chapter III, both courses emphasize the necessity of learning facts. Thus a certain amount of factual knowledge is necessary, first in order that the teacher be able to transmit knowledge, and secondly, in order that the student be able to learn. It was also noted in Chapter III that the Social Studies 30X course emphasizes facts for use. This affects the method of teaching. The skills taught and practiced are very important. The emphasis is not so much on the learning of factual knowledge for its own sake, but rather on the acquisition of factual knowledge in order to interpret, evaluate and to make decisions. The Social Studies 30X course requires the teacher to go a step further and to move to the level of interpretation. This, of course, implies that the teacher-training institutions should teach this as well. It is likely that the teacher would be aware of the processes involved as a result of his own training.

However, the teacher-training courses must include the method of teaching these skills.

Another change noted which will affect teachers is the new emphasis on economic knowledge. Jones found that few teachers had adequate economic background in the form of university courses and readings.¹ It would therefore be necessary for many teachers of Social Studies 30 to become more familiar with economic concepts. Randall found that few Canadian universities required an economics course of their social studies majors.² Thus teacher-training institutions, too, would be well advised to require an economics course in their program of studies.

Another change noted in this study is the emphasis on social knowledge. Although there have been teachers who discussed values and the making of choices in the old course, the new course makes it necessary for all teachers to do this. Although teacher-trainees in Alberta take a philosophy course in their course of studies, the examination of personal values is often not emphasized. The new course requires the student to examine his values, to understand the relation of his value system to the decisions which he is required to make and will be required to make in the future. It is necessary to pay some attention to

¹Brian Maldwyn Jones, "A Descriptive Survey of the Amount of Economics Education in the Social Studies in the Senior High Schools of Alberta" (Unpublished Master's thesis, University of Alberta, Edmonton, 1963).

²Ruth Esther Randall, "The Training of Teachers for Social Studies Instruction" (Unpublished Master's Thesis, University of Alberta, Edmonton, 1963).

these values, their place in the social studies, and the way in which the students should be taught the formation of values.

The new course emphasizes the validating of attitudes and opinions. Students must examine their own beliefs closely and they must be able to support them logically. The students must learn to judge the opinions of others as well in order to detect bias. Thus the teacher must be prepared for controversy and discussion in the classroom.

The new course asks questions, often unanswerable. The teacher can no longer be the sole authority, but must often admit to not knowing the answer, as must the student. The new course emphasizes the gathering of data in order to formulate generalizations. Again the teacher is not the authority. He must guide the students to the sources and teach them how to use material resources. This is a necessary part of his training.

The changes in emphasis also imply changes for the students. Often they complain that what is taught in high school is not practical. If a student learns the skills taught in the new course and understands their value, he is receiving practical knowledge and skills. Also, the student's study habits must change. Although factual knowledge will help him to gain marks on examinations, generally it will be necessary to possess understanding of the facts in order to pass the examination.

Finally, both teachers and students must be constantly aware of national and international events for many of these can be used to teach the skills of the course. Although the use of contemporary material is more time-consuming than the use of standardized textbooks, it will be found to be more rewarding, as well, for it will aid in the development of the "good man capable of making wise decisions".

CHAPTER VIII

CONCLUSIONS

The purpose of this study is to establish whether or not there is any shift in content emphasis in the new course and whether or not there is any change in the prescribed method. From the analysis given of the material it can be seen that there has been a strong shift to more economic and social material, with proportionately less emphasis on the political material. Also, there has been a shift in emphasis from knowledge of specifics to their interpretation and evaluation.

Another shift has been noted from factual knowledge to normative knowledge. Powrie states that "positive knowledge is about what is, and is discovered by the scientific method. Normative knowledge is about what ought to be, and is learned from a wide variety of conflicting sources".¹ Although facts are certainly not neglected in the new course, a significant emphasis is placed upon normative knowledge.

The Social Studies 30X course moves to a more integrated system. Although the Social Studies 30 course did recognize the relationship of the various social sciences, the Social Studies 30X course emphasizes the interrelationships between various political, economic, and social situations.

¹T. L. Powrie (ed.), Political and Economic Systems, (Toronto: J. M. Dent and Sons Limited, 1967), page 2.

Functional skills are emphasized in the Social Studies 30X course. These are skills to be used not just in the social studies class but in all the student activities both in and out of school. Thus the shift is to problem-solving, emphasizing the skills of interpretation and evaluation. Emphasis, too, is placed on the necessity of coming to a tentative conclusion.

Suggestions for Further Study

The methods used in the classroom were not examined in this study. However a profitable study could be made, after the course has been used for two or three years, on these methods.

Another possibility for research in this field is the measuring of attitude change as a result of taking the course.

Another possibility is that of measuring student performances in higher education, to establish whether there is any significant difference between those who took Social Studies 30 and those who took Social Studies 30X to see if they have learned the method of the latter course and have adopted it for their own.

Thus many studies on the new course could be undertaken. This one was developed during the first year of the course. Others could be written on events in the classroom and among the students in relation to this course in future years.

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APPENDIX A

TABLES OF CLASSIFICATIONS

TABLE I

CLASSIFICATION OF OBJECTIVES OF SOCIAL STUDIES 30¹

Political	Economic	Social	None
I ₂ , I ₃ , I ₄ , II ₂ , II ₅ , III ₁ , III ₂ , III ₃ , III ₄ , III ₅ , IV ₁ , IV ₂ , IV ₃ , IV ₄ , IV ₅ , V ₁ , V ₂ , V ₃ , V ₄ , V ₅ .	I ₁ , I ₃ , I ₄ , II ₂ , II ₃ , II ₄ , II ₅ .		

Total 20 83.3% 8 33.3% 0 0

Possible Total 24

Objectives I₃, I₄, II₂, and II₅ were classified as both economic and political in Table I.

TABLE II

CLASSIFICATION OF OBJECTIVES OF SOCIAL STUDIES 30X²

Political	Economic	Social	None
II, II ₁ , II ₂ , II ₃ , II ₄ , II ₆ , III, III ₁ , III ₂ .	I, I ₁ , I ₂ , I ₃ , I ₄ , I ₅ , I ₇ , I ₈ , I ₁₀ , II, II ₁ , II ₂ , II ₃ , II ₅ , II ₇ , II ₈ .	I ₉ , II, III ₃ , III ₄ .	I ₆

Total 9 36% 16 64% 4 16% 1 1%

Possible Total 25

Objectives II₁, II₂, II₃ were classified as both economic and political in Table II.

Objective II was classified as political and social and economic in Table II.

Objective I₆ was classified as belonging to none of these categories in Table II.

¹The numbers in this Table refer to the Units of the Social Studies 30 course as listed in the Curriculum Guide. The subscripts refer to the number of the objective within the Unit as listed in the Curriculum Guide and on pages 32 to 35 of this paper.

²The numbers in this Table refer to the Units of Social Studies 30X as listed in the Curriculum Guide. The subscripts refer to the number of the objective within the Unit as found in Problems and Values and as listed on pages 35-38 of this study.

TABLE III

CLASSIFICATION OF TEXTBOOK UNDERSTANDINGS IN SOCIAL STUDIES 30³

Political	Economic	Social
III, IX, X, XI, XII, XIII, XIV, XV, XVI, XVII, XVIII, XIX, XX, XXI, XXII, XXIII, XXIV, XXV, XXVI, XXVII, XXVIII.	I, II, IV, V, VI, VII, VIII.	

Total 21 75% 7 25% 0

Possible Total 28

TABLE IV

CLASSIFICATION OF TEXTBOOK UNDERSTANDINGS IN SOCIAL STUDIES 30X⁴

Political	Economic	Social
<u>Political</u> I, IIB, IIIi, IIIi, <u>and</u> <u>Economic</u> IIIB, IIIi, IV, V, <u>Systems</u> VIII, IX. <u>Conflict</u> Int., I, III, IV, V, <u>and</u> <u>Cooperation</u> VI, VII, VIII, IX.	<u>Population</u> IA, IB, IC, ID, <u>and</u> <u>Production</u> IIA, IIB, IIC, IID, <u>Political</u> IIA, IIIA, IIIii, <u>and</u> <u>Economic</u> IV, V, VII, VIII. <u>Conflict</u> II <u>and</u> <u>Cooperation</u>	<u>Problems</u> V <u>and</u> <u>Values</u> <u>Political</u> VI, VII, <u>and</u> <u>Economic</u> VIIi, <u>Systems</u> VIII, X.

Total 19 45.2% 21 50.0% 6 14.3%

Possible Total 42

Understandings IV and V of Political and Economic Systems were classified as both political and economic in Table IV.

Understanding VIII of Political and Economic Systems was classified as political, economic and social in Table IV.

³The numbers in this Table refer to the Understanding for each Chapter of the Social Studies 30 textbook as listed on pages 47 - 51 of this study.

⁴The numbers in this Table refer to the Understandings for each Chapter of the Social Studies 30X textbooks and the letters refer to the sections within these Chapters. All are listed on pages 51 - 59 of this study.

TABLE V

CLASSIFICATION OF QUESTIONS IN THE SOCIAL STUDIES 30 EXAMINATION, 1967⁵

	Political	Economic	Social	None
Questions	29 - 33, 36 - 45, 47 - 105, 107, 109 - 112, 114, 116 - 118.	1 - 4, 6 - 8 10 - 28, 34, 35, 46, 106, 113.	75, 108, 115.	5, 9.
Marks	108	53	3	2
% of Total ⁶ Marks	67.27	32.12	1.82	1.21

Note: Question 75 was classified as both social and political in Table V.

TABLE VI

CLASSIFICATION OF QUESTIONS IN THE SOCIAL STUDIES 30X EXAMINATION, 1967

	Political	Economic	Social	None
Questions	29 - 31, 37, 43, 45, 47, 59 - 64, 67 - 82	1 - 30, 32 - 36, 38 - 42, 44, 50, 51 - 53, 56 - 58, 65, 66, 82.	46, 48, 49, 55, 59.	54.
Marks	45	53	5	1
% of Total ⁷ Marks	44.55	52.48	4.95	.99

Note: Questions 29 and 30 were classified as both economic and political in Table VI.

Question 59 was classified as both political and social in Table VI.

Question 82 consisted of 2 marks political (parts a and c) and 1 mark economic (part b).

⁵ The numbers in this Table refer to the questions on the Social Studies 30 and Social Studies 30X 1967 examinations as listed in Appendices B and C of this study.

⁶ The percentages were figured from a total of 165; that is, without the essay (30 marks) and the outline (10 marks).

⁷ The percentages were figured from a total of 101; that is, without the essay (30 marks).

TABLE VII

CLASSIFICATION OF OBJECTIVES

Category	Social Studies 30		Social Studies 30X	
	Objective ⁸	% of Total	Objective ⁹	% of Total
1.00 1.10 1.11 1.12	III ₂ , III ₅ , IV ₂ , V ₁ , V ₂ , V ₃ .	25	I ₁ , I ₂ , I ₃ , I ₄ , I ₆ , I ₁₀ .	24
1.20 1.21 1.22	I ₁ , I ₂ , I ₃ , I ₄ , III ₁ , IV ₁ , IV ₄ .	29.17	II, III ₁	8
1.23 1.24 1.25	III ₃ , III ₄ , IV ₃ .	12.50	II ₅ . II ₆ , II ₇ , II ₈ .	4 12
1.30 1.31 1.32	IV ₅ , V ₄ , V ₅ . II ₁ , II ₂ , II ₃ , II ₄ , II ₅ .	12.50 20.83	I, I ₉ , II ₁ , III I ₅ , I ₇ , I ₈ .	28 12
2.00 2.10 2.20 2.30				
3.00			II ₃ , II ₄ .	8
4.00 4.10 4.20 4.30				
5.00 5.10 5.20 5.30				
6.00 6.10 6.20			II ₂ .	4

⁸The numbers in this column refer to the Units of the Social Studies 30 course as listed in the Curriculum Guide. The subscripts refer to the number of the objective within the Unit as listed in the Curriculum Guide and in pages 32 to 35 of this paper.

⁹The numbers in this column refer to the Units of Social Studies 30X as listed in the Curriculum Guide. The subscripts refer to the number of the objective within the Unit as found in Problems and Values and as listed on pages 35 to 38 of this study.

TABLE VIII

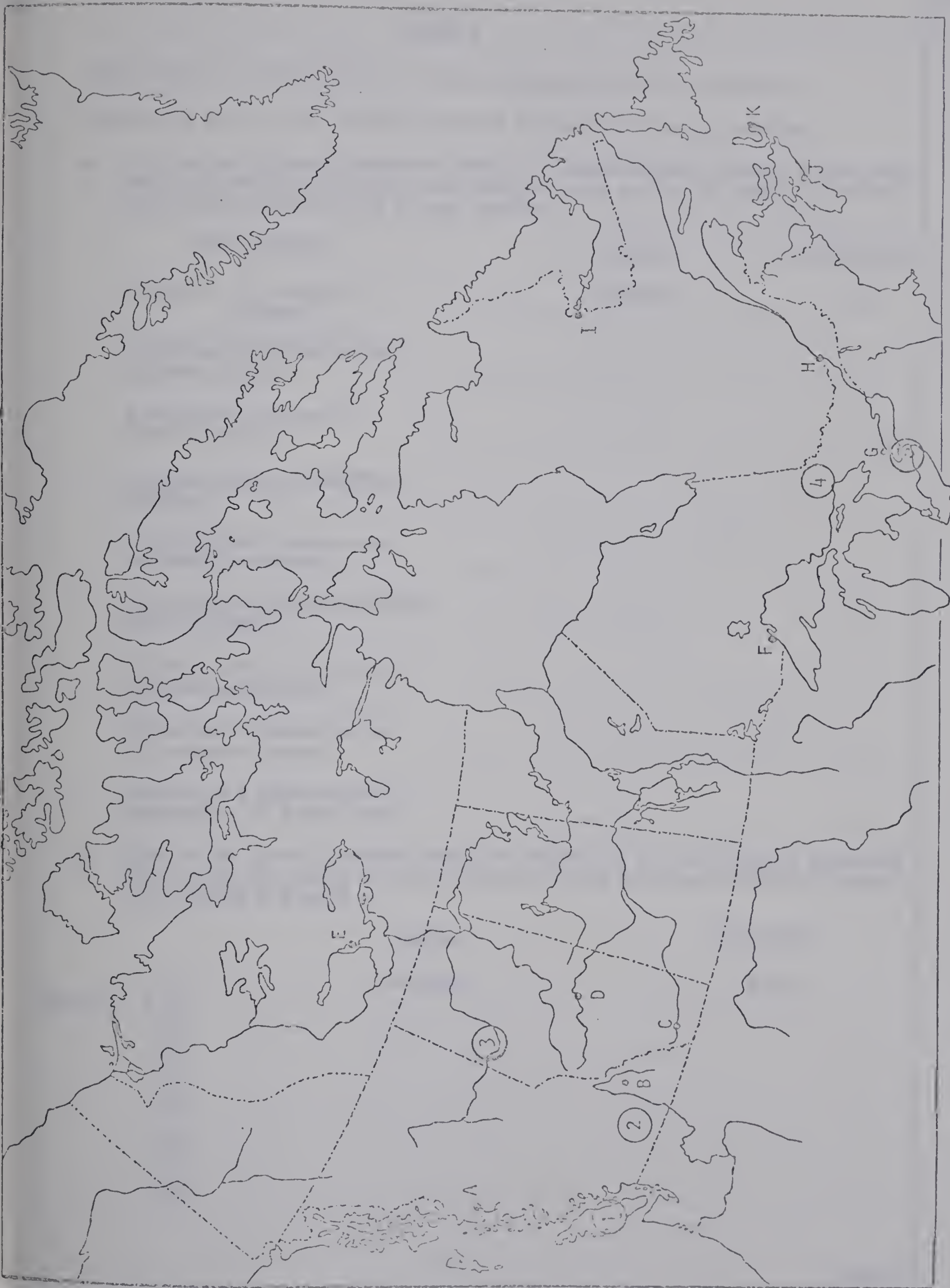
CLASSIFICATION OF EXAMINATION QUESTIONS¹⁰

Social Studies 30				Social Studies 30X		
Category	Question	Value	% of Total	Question	Value	% of Total
1.00						
1.10						
1.11	6,9, 17-21, 26, 60, 80.	12	7.27	16-20, 37, 51-53, 63, 65, 78-81.	15	14.85
1.12	1-5, 7, 8, 10-13, 22-25, 27-29, 31-45, 47, 49-59, 61-63, 64-79, 81-91, 96-107, 108-118	133	80.60	1, 4-9, 11-15, 29-32, 35, 36, 46-49, 55, 56, 58, 59, 66.	27	26.72
1.20						
1.21						
1.22				64.	1	.99
1.23				43.	1	.99
1.24						
1.25				54.	1	.99
1.30						
1.31	46, 48.	2	1.21	2,3, 10, 33, 50, 67	6	5.94
1.32						
2.00						
2.10				34.	1	.99
2.20	14, 15	10	6.06	24, 26-28, 38-42, 60, 61, 68-75.	28	27.72
2.30	16.	2	1.21	21-23, 25, 45, 62.	7	6.93
3.00				57	1	.99
4.00						
4.10	30.	2	1.21	77.	6	5.94
4.20	92 - 95.	4	2.42	44.	1	.99
4.30						
5.00						
5.10	Essays 1-3, 5, 6.			82. Essays 1, 3.	3	2.97
5.20				76.	3	2.97
5.30						
6.00						
6.10	Essay 4..			Essay 2.		
6.20						

¹⁰ The numbers in the Question column refer to the questions on the Social Studies 30 and Social Studies 30X examinations as listed in Appendices B and C of this study.

APPENDIX B

HIGH SCHOOL AND UNIVERSITY
MATRICULATIONS EXAMINATIONS BOARD
DEPARTMENTAL EXAMINATION
SOCIAL STUDIES 30, 1967



UNIT I

THE ROLE OF GEOGRAPHY IN THE DEVELOPMENT OF CANADA.

1. Examine the map on the opposite page and answer the following questions.
- (a) Each of the following statements refers to a place which is marked on the map with a capital letter. Identify each place by name and, in the right-hand column, list the letter which marks its map location.

DESCRIPTION	NAME	LOCATION
Example: The capital of Alberta	Edmonton	D
A gold mining centre in the Canadian Shield		
A leading ice-free port in Eastern Canada		
A major centre for bauxite smelting		
A road and rail route across the Selkirk mountains		
The second largest metropolitan area in Canada		
The main centre in an area of irrigation agriculture		
The eastern entrance to the St. Lawrence Seaway		
The site of a plant for the manufacture of heavy water		

- (b) Each of the circled numbers marks the location of an area which is associated with a particular type of primary production. Name the area and identify the product for which it is noted.

	AREA	PRODUCT
Example: 2	Okanagan	Fruit
1		
3		
4		
5		

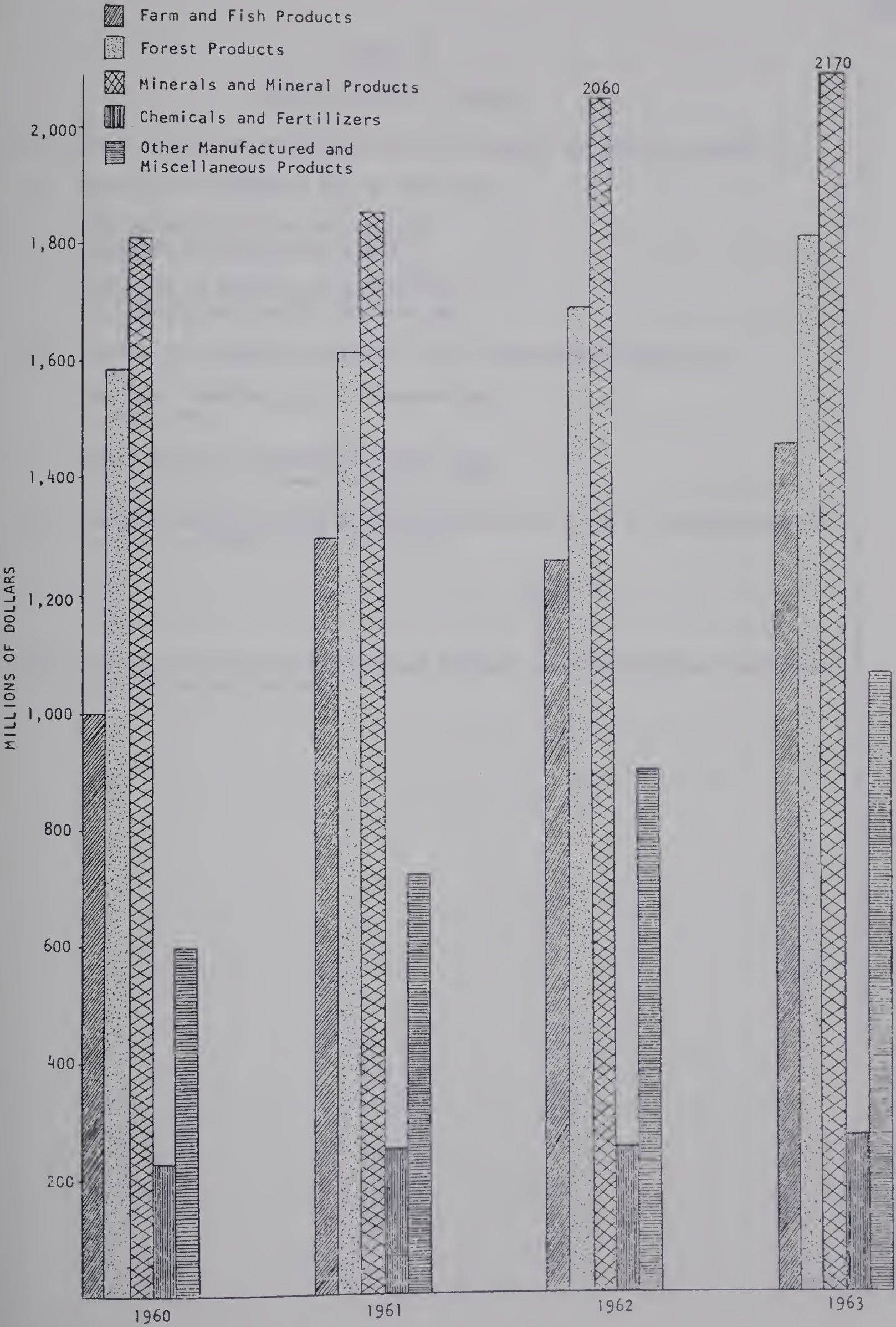
In questions 2 to 8, select the BEST answer and indicate your choice on the separate ANSWER SHEET which is provided. Use an ORDINARY HB PENCIL. These questions are worth 1 mark each.

- | | |
|---|--|
| 2. Canada's single most important natural resource is | 2. A. gold
B. timber
C. water
D. natural gas |
| 3. Winnipeg is called the hub of the prairie regions because it is | 3. A. near the centre of Canada
B. near the centre of the prairie region
C. served by rail, road and air facilities
D. a focal point in the prairie railway system. |
| 4. The chief aim of the Food and Agriculture Organization is to | 4. A. help Canada sell its wheat
B. help nations raise their standards of living
C. teach farmers better methods of cultivation
D. serve as a market for agricultural produce |
| 5. A group of islands which is partly an extension of the Canadian Shield is the | 5. A. Queen Charlotte Islands
B. Arctic Archipelago
C. Alexander Archipelago
D. Magdalen Islands |
| 6. A term which means the careful use of agricultural land to keep it productive is | 6. A. preservation
B. cultivation
C. rotation
D. conservation |
| 7. Coal mining is not a major activity in Canada because | 7. A. there is very little coal
B. other fuels are abundant
C. American coal is cheaper
D. Canadian coal is of poor quality |
| 8. Of the following, a country which has become most completely industrialized is | 8. A. India
B. China
C. Japan
D. Brazil |

values

9. Define the term physiography.
-
-
10. State TWO benefits that the St. Lawrence Seaway has brought to Canada.
- (a) -----
-
- (b) -----
-
11. Why does Canada import food from the Caribbean and Central America?
-
-
12. Why is mineral production very important to the Canadian economy?
-
-
13. What overseas event provided the first real stimulus to the use of synthetic rubber in North America?
-
-

CANADA - EXPORT COMMODITIES



UNIT II

INTERNATIONAL TRADE

14. Examine the graph on the preceding page and answer the following questions.

(a) Identify the appropriate date in each case:

The value of farm and fish products
decreased from the previous year.

.....

The value of mineral products increased
by \$200 million over the previous year.

.....

(b) Identify the appropriate group of export commodities in each case:

The most valuable group of commodities
in every year

.....

Which group of commodities showed the
greatest increase in value from 1962 to 1963?

.....

(c) Canada is chiefly an exporter of natural resources in raw or processed form. How
can this be deduced from the graph?

.....

.....

(d) How does the trend in chemical and fertilizer exports differ from that in min-
erals and mineral products?

.....

.....

CANADA — IMPORT COMMODITIES BY MAJOR GROUPS, 1960 - 1963
(Value in Millions of Dollars)

	1960		1961		1962		1963	
	Value	%	Value	%	Value	%	Value	%
Fuels and lubricants	478	8.7	473	8.2	487	7.8	538	8.2
Industrial materials	1,455	26.5	1,552	26.9	1,727	27.6	1,790	27.3
Investment goods	1,675	30.5	1,824	31.6	1,981	31.6	1,994	30.4
Consumer goods	1,829	33.4	1,866	32.4	2,004	32.0	2,172	33.1
Special items	46	0.9	53	0.9	60	1.0	65	1.0
Totals	5,483	100.0	5,771	100.0	6,258	100.0	6,559	100.0

Source: Canada Year Book 1965

15. Examine the table above and answer the following questions.

(a) Identify the appropriate commodity group in each case:

The group which showed the greatest increase in value from 1962 and 1963. _____

The group which showed the greatest proportional decrease from 1960 and 1961. _____

(b) What has been the general trend in import value since 1960?

(c) Which individual commodity group departed from this trend?

16. The following questions may be answered from both the graph and the table.

(a) Natural resources are featured largely in exports. Why are they also such important imports?

(b) What is the chief difference between basic types of imports and exports?

In questions 17 to 23 inclusive, choose the BEST answer and indicate your choice on the separate ANSWER SHEET which is provided. Use an ORDINARY HB PENCIL. These questions are worth 1 mark each.

Match the STATEMENT or DEFINITION in COLUMN I with a TERM from COLUMN II.

COLUMN I — STATEMENT or DEFINITION

COLUMN II — TERM

- | | |
|---|-----------------------|
| 17. A limited range of national production. | A. Mercantilism |
| 18. Changes in economic conditions over irregular periods. | B. Inflation |
| 19. Reduction by government action of rate of exchange of currency. | C. Laissez-faire |
| 20. The use of goods or services. | D. Unbalanced economy |
| 21. Absence of government regulation. | E. Exchange |
| 22. Adam Smith cast doubt on this and similar commercial restrictions. | F. Consumption |
| 23. A reaction to the economic nationalism of the Hawley-Smoot tariffs. | G. Protection |
| | H. Devaluation |
| | I. Business cycle |

24. "The Liberals under Mackenzie were unable to secure reciprocity and unwilling to adopt protection" (Text). What was the outcome?

25. Why, in 1946, was Canada faced with the need to find new markets for her exports?

26. What is meant by a favourable balance of trade?

27. State TWO ways in which the Cold War has influenced international trade.

(a)

(b)

28. How does efficiency of labour affect trade competition?

Space
Reserved
for Sub-
Examiners

[OVER]

values

UNIT III

THE INTERNATIONAL SCENE

- 1
29.
- What was the chief object of the leaders of the revolution in China in 1911 as they brought about the overthrow of the monarchy?
-
- 2
30.
- What is the difference between British socialism and Russian communism?
-
- 2
31.
- State a basic cause of World War I and a different basic cause of World War II.
- World War I
-
- World War II
-
- 1
32.
- Why was Russia able to join France in an alliance in 1894?
-

ues

33. Why did Germany object to the demilitarization of her western border by the terms of the Treaty of Versailles?

34. For what economic reason did the Allies, in 1919, refuse to return Germany's colonies to her?

[OVER]

In questions 35 to 41 inclusive, choose the BEST answer and indicate your choice on the separate ANSWER SHEET provided. Use an ORDINARY HB PENCIL. These questions carry a value of 1 mark each.

35. Which of the following proved to be a limitation upon the continuation of laissez-faire in advanced industrial countries?
- A. the production of more and better quality goods at reduced costs
 - B. the development of new inventions
 - C. increased profits to the efficient producers
 - D. periods of mass unemployment during each business cycle
36. Which of the following was a major weakness of the Hague Court of 1899?
- A. Its judges received no pay
 - B. There was no provision for compulsory arbitration of disputes between nations
 - C. It was a non-permanent body
 - D. It created a disarmament commission with no powers of enforcement
37. Italy joined the Triple Entente in World War I because
- A. Germany attacked her
 - B. she was promised Austrian-held territory
 - C. the Italian socialists demanded Italian participation in the war
 - D. England threatened to attack her
38. Wilson's Fourteen Points included all of the following EXCEPT
- A. Italy's frontiers were to be readjusted on national lines
 - B. colonial claims were to be impartially adjusted in the interests of the populations concerned
 - C. Poland was to become an independent state with an outlet to the sea
 - D. war as an instrument of national policy was to be renounced
39. Which of the following was the immediate reason for President Wilson's asking Congress to declare war against Germany in April of 1917?
- A. American financial interests in an Allied victory
 - B. German efforts to involve Mexico in a war with the United States
 - C. the German policy of ruthless, unrestricted submarine warfare
 - D. Allied propaganda in the United States reporting German atrocities
40. All of the following demands made by France at the Paris Peace Conference were adopted by the delegates EXCEPT
- A. the annexation of the Saar region by France
 - B. the surrender of Alsace-Lorraine to France
 - C. heavy German indemnities and reparations
 - D. German disarmament
41. All of the following were results of World War I EXCEPT
- A. the peace treaties sowed the seeds of future wars
 - B. the United States abandoned isolationism
 - C. several great monarchies were destroyed
 - D. Bolshevism and Fascism appeared

42. "Finally the task of the League was not merely to prevent war, but to promote international co-operation and well-being." State THREE of the tasks entrusted to the League of Nations in an attempt to achieve international co-operation.

(a) _____

(b) _____

(c) _____

43. In what way were the members of the League of Nations obligated under Article X of the League Covenant?

44. State TWO reasons that a totalitarian form of government appealed to many of the people of Europe in the period between World War I and World War II.

(a) _____

(b) _____

45. After Lenin's death in 1924, what differing policies were proposed by Leon Trotsky and Josef Stalin?

(a) Leon Trotsky — _____

(b) Josef Stalin — _____

[OVER]

In questions 46 to 50 inclusive, select the BEST answer and indicate your choice on the separate ANSWER SHEET provided. Use an ORDINARY HB PENCIL. These questions carry a value of 1 mark each.

46. Lenin's New Economic Policy in 1921 was a partial retreat from Communism because it
- A. marked the end of private ownership in Russia's major industries
 - B. marked the end of state ownership of Russia's major industries
 - C. encouraged private enterprise in some fields including foreign investments
 - D. permitted some private enterprise within Russia but no foreign participation
47. The Anti-Comintern Pact of 1936 was originally an agreement between the countries of
- A. Italy and Germany
 - B. Germany and Japan
 - C. Italy and Japan
 - D. France and Italy
48. All of the following are characteristic of a communist system of government EXCEPT
- A. the party insists that all citizens must be party members
 - B. the party controls radio, press and other mass media of communications
 - C. the party sets up secret police, arbitrary arrests and staged trials
 - D. the party insists that there be no other political parties within the country
49. Of the following, the one which best describes Britain's policy in dealing with Germany in the years immediately prior to World War II is
- A. co-operative
 - B. resistant
 - C. uncompromising
 - D. appeasing
50. A major turning point in World War II in Europe came with Germany's defeat at
- A. Leningrad
 - B. Stalingrad
 - C. Kiev
 - D. Smolensk

alues

In questions 51 to 56 inclusive, match each STATEMENT in COLUMN I with the COUNTRY to which it refers in COLUMN II and record the LETTER of your choice on the separate ANSWER SHEET. Use an ORDINARY HB PENCIL. These questions carry a value of 1 mark each.

COLUMN I — STATEMENT

COLUMN II — COUNTRY

51.

The League of Nations attempted to take action by declaring her an aggressor and imposing economic sanctions

52.

This country presented the first major challenge to the League of Nations

53.

After signing the Locarno Treaties this country joined the League of Nations in 1926

54.

A non-intervention committee was set up to prevent her civil war from developing into a European conflict

55.

At the Munich conference she lost her frontier fortifications and chief mining and industrial centres

56.

The signing of her non-aggression pact with Germany was a signal for war

57.

The United Nations Organization has six main organs each of which is responsible for performing certain functions. Listed below are the functions of five of these organs. In the space opposite each of the functions listed, write the name of the appropriate organ. Each question carries a value of 1 mark.
- A.

Japan
- B.

Austria
- C.

Spain
- D.

France
- E.

Italy
- F.

Germany
- G.

U.S.S.R.
- H.

Czechoslovakia

(a)

It is supposed to investigate any situation which endangers world peace, to recommend settlements and to call on the U.N. members for action against nations that ignore its decisions.

.....

(b)

It gives advice on legal questions and makes decisions on points of international law

.....

(c)

It has no power to enforce its decisions but it has become more and more important within the U.N. structure by focussing attention on critical issues.

.....

(d)

It looks after the numerous details involved in the operation of the United Nations and makes reports.

.....

(e)

It oversees the activities of a large number of U.N. agencies that try to raise living standards around the world.

.....

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for Sub-
Examiners

3 58. What were THREE factors that encouraged the democracies to trust the U.S.S.R. after 1940?

(a)

.....

.....

(b)

.....

.....

(c)

.....

.....

3 59. At the conclusion of World War II the time seemed opportune for spreading Communism. State THREE such apparent conditions.

(a)

.....

.....

(b)

.....

.....

(c)

.....

.....

1 60. What is meant by unconditional surrender?

.....

.....

.....

2 61. What were TWO military provisions included in the Japanese Peace Treaty of 1951 that gave Japan some assurance that she would not be left unprotected in case of attack?

(a)

.....

.....

(b)

.....

.....

In questions 62 to 68 inclusive, select the BEST answer and record your choice on the separate ANSWER SHEET. Use an ORDINARY HB PENCIL. These questions carry a value of 1 mark each.

62. The communist alliance which is referred to as the counterpart of NATO is the
- A. Cominform
 - B. Russo-Chinese Alliance
 - C. Warsaw Pact
 - D. Comintern
63. The country that was expelled from the Cominform was
- A. Yugoslavia
 - B. Czechoslovakia
 - C. Bulgaria
 - D. Roumania
64. The Austrian Peace Treaty of 1955 caused Austria to
- A. trade almost exclusively with the U.S.S.R.
 - B. become a member of western alliances
 - C. side with the communist bloc
 - D. remain neutral in the cold war
65. The members of the European Common Market look forward ultimately to
- A. universal trade without tariffs
 - B. federation of its members under a single government
 - C. inclusion of all countries of Europe in its membership
 - D. challenge the influence of the United States
66. The member that withdrew from the Middle East Treaty Organization, now known as the Central Treaty Organization was
- A. Iran
 - B. Iraq
 - C. Turkey
 - D. Greece
67. The basis of the cold war is
- A. the dissatisfaction of the U.S.S.R. with territorial settlements following World War II
 - B. jealousy on the part of the U.S.S.R. because of the high standard of living in the United States
 - C. the clash of interests between the U.S.S.R. and the democracies over the future of Germany
 - D. the clash of ideologies between western democracies and communist countries
68. The country which withdrew its membership from the United Nations and later showed a desire to rejoin was
- A. Red China
 - B. Republic of South Africa
 - C. Ghana
 - D. Indonesia



The above map includes some of the countries in Asia that are amongst the chief danger spots. Read the following statements, then choose the correct LETTERS to indicate the areas on the map to which each statement refers, and mark your choice with an ORDINARY HB PENCIL on the separate ANSWER SHEET. These questions carry a value of 1 mark each.

69. Because of disunity and economic problems, this state adopted a form of government which it called a "guided democracy".
70. The Prime Minister of this country died shortly after signing an accord with an enemy country in 1966.
71. A neutrality agreement for this country signed by fourteen nations in Geneva in 1961, has been persistently broken by the Communists who are gradually infiltrating the whole country.
72. The Buddhist and Catholic factions have contributed to the political disruption in this country.
73. This country disputes territorial claims with the Soviet Union.

UNIT IV

NATIONALISM AND THE MODERN WORLD

In questions 74 to 79 match the appropriate NAME in COLUMN II with the STATEMENT in COLUMN I and record your answer on the separate ANSWER SHEET provided. Use an ORDINARY HB PENCIL. These questions carry a value of 1 mark each.

COLUMN I — STATEMENT

COLUMN II — NAME

- | | |
|---|-------------------------------|
| 74. A reformer in Lower Canada whose struggle for supreme power for the Assembly led to rebellion | A. Wm. Lyon MacKenzie |
| 75. He felt that the St. Lawrence region would always be French | B. Egerton Ryerson |
| 76. A reformer who led a coalition government with Robert Baldwin | C. Guy Carleton |
| 77. He attacked the claim that the clergy reserves belonged to the Anglican church | D. Louis Joseph Papineau |
| 78. A reactionary Governor who tried to halt the advance toward responsible government | E. Lord Durham |
| 79. A reform Governor who accepted the principles of responsible government | F. Lord Elgin |
| | G. Charles Metcalfe |
| | H. Louis Hippolyte Lafontaine |

values

3 80. Define

(a) representative government

.....

.....

.....

(b) responsible government

.....

.....

(c) deadlock

.....

.....

1 81. Why did the French in the colony of Quebec not support the American Revolution?

.....

.....

.....

1 82. What was the unique grievance in Prince Edward Island which prompted the people to seek responsible government?

.....

.....

1 83. State ONE restriction on Canadian autonomy held by the British government after 1849.

.....

.....

In questions 84 to 88 inclusive, match each STATEMENT in COLUMN I with the appropriate LEADER in COLUMN II and record the letter of your choice from COLUMN II on the separate ANSWER SHEET provided. Use an ORDINARY HB PENCIL. These questions carry a value of 1 mark each.

COLUMN I — STATEMENT

COLUMN II — LEADER

- | | |
|---|--------------------|
| 84. favored a legislative union of colonies | A. George Brown |
| 85. fought against Nova Scotia's joining confederation | B. Etienne Cartier |
| 86. wanted to leave the Maritimes out of the initial union | C. J. A. MacDonald |
| 87. led Canada East into confederation by joining a coalition | D. Joseph Howe |
| 88. supported confederation in Nova Scotia | E. D'Arcy McGee |
| | F. Leonard Tilley |
| | G. Charles Tupper |

In questions 89 to 91 inclusive, choose the BEST answer and indicate your choice on the separate ANSWER SHEET provided. Use an ORDINARY HB PENCIL. These questions carry a value of 1 mark each.

89. The B.N.A. Act gave the federal government all of the following powers EXCEPT the right to
- A. regulate trade and commerce
 - B. establish educational systems
 - C. establish banks and issue money
 - D. borrow money on public credit
90. One of the major causes of the Red River Rebellion in 1870 was that the
- A. Hudson's Bay Company refused to sell Rupert's Land to Canada
 - B. Metis had not been assured of the legality of their land titles
 - C. Selkirk settlers had not agreed to join Canada
 - D. Indians were afraid of losing their way of life
91. The most prolonged struggle at the Quebec Conference in 1864 was over the question of the
- A. nature of the Senate
 - B. distribution of financial powers
 - C. creation of the Intercolonial Railway
 - D. retention of the monarchy

Values

Answer questions 92 to 95 on the separate ANSWER SHEET provided. Use an ORDINARY HB PENCIL. These questions carry a value of 1 mark each.

Cause and Effect

Below are listed four pairs of facts or events. On your ANSWER SHEET record

- A — if you consider that the first statement was the cause of the second
- B — if you consider that both statements were the result of the same or similar causes
- C — if you consider that the two statements are unrelated

- 92. The American Civil War had been fought over the question of sovereignty of individual states.
The B.N.A. Act gave the Dominion Government unquestionable supremacy in all essential matters.
- 93. The Charlottetown Conference, 1864, discussed the need for wider trade between colonies.
The Riel Rebellion broke out in 1885.
- 94. The Fenian raids hastened a federation of the British Colonies.
Manitoba joined Canada in 1870.
- 95. The Corn Laws of Great Britain were repealed in 1846.
The British Governors were told by their home government to support confederation.

96. How have judicial courts changed the original interpretation of the B.N.A. Act?

.....

.....

.....

97. What was the major reason for Quebec's accepting the terms of Confederation?

.....

.....

.....

98. What was one control exercised by the federal government over the provinces after confederation?

.....

.....

.....

Space
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for Sub-
Examiners

In questions 99 to 104 inclusive, match each STATEMENT in COLUMN I with the appropriate LEADER in COLUMN II and record the letter of your choice from COLUMN II on the separate ANSWER SHEET provided. Use an ORDINARY HB PENCIL. These questions carry a value of 1 mark each.

COLUMN I — STATEMENT

99. desired a united imperial foreign policy
100. protested the sending of Canadian troops to the Boer War
101. attacked the idea of a separate Canadian navy and proposed a Canadian contribution to the British Navy
102. proposed a method for amending the Canadian constitution
103. was the first to insist that Canada's actual aid to the Empire was for her alone to decide
104. insisted that the Governor-General of Canada represent only the Crown not the British government

COLUMN II — LEADER

- A. Robert Borden
- B. Wilfrid Laurier
- C. Joseph Chamberlain
- D. MacKenzie King
- E. R. B. Bennett
- F. Henri Bourassa
- G. Guy Favreau
- H. Arthur Meighen

In questions 105 to 107 inclusive, select the BEST answer and then record your selection on the ANSWER SHEET provided. Use an ORDINARY HB PENCIL. These questions carry a value of 1 mark each.

- 105.** All of the following have contributed to Canadian provincial demands for increased federal aid EXCEPT
- A. social services
 - B. costs of education
 - C. economic interdependence
 - D. defence commitments
- 106.** The fourfold increase in the Canadian national debt during World War II was offset by the
- A. closeness of trade co-operation with the U.S.A.
 - B. economic expansion
 - C. building of the Alaska Highway
 - D. new foreign markets
- 107.** The Statute of Westminster, 1931
- A. established a unified policy for the Commonwealth
 - B. established that the Dominions were interdependent
 - C. ended colonial appeals to the Judicial Committee of the Privy Council
 - D. ended the right of the British parliament to pass laws binding on the Dominions

values

108. What is a purpose of the Canada Council?

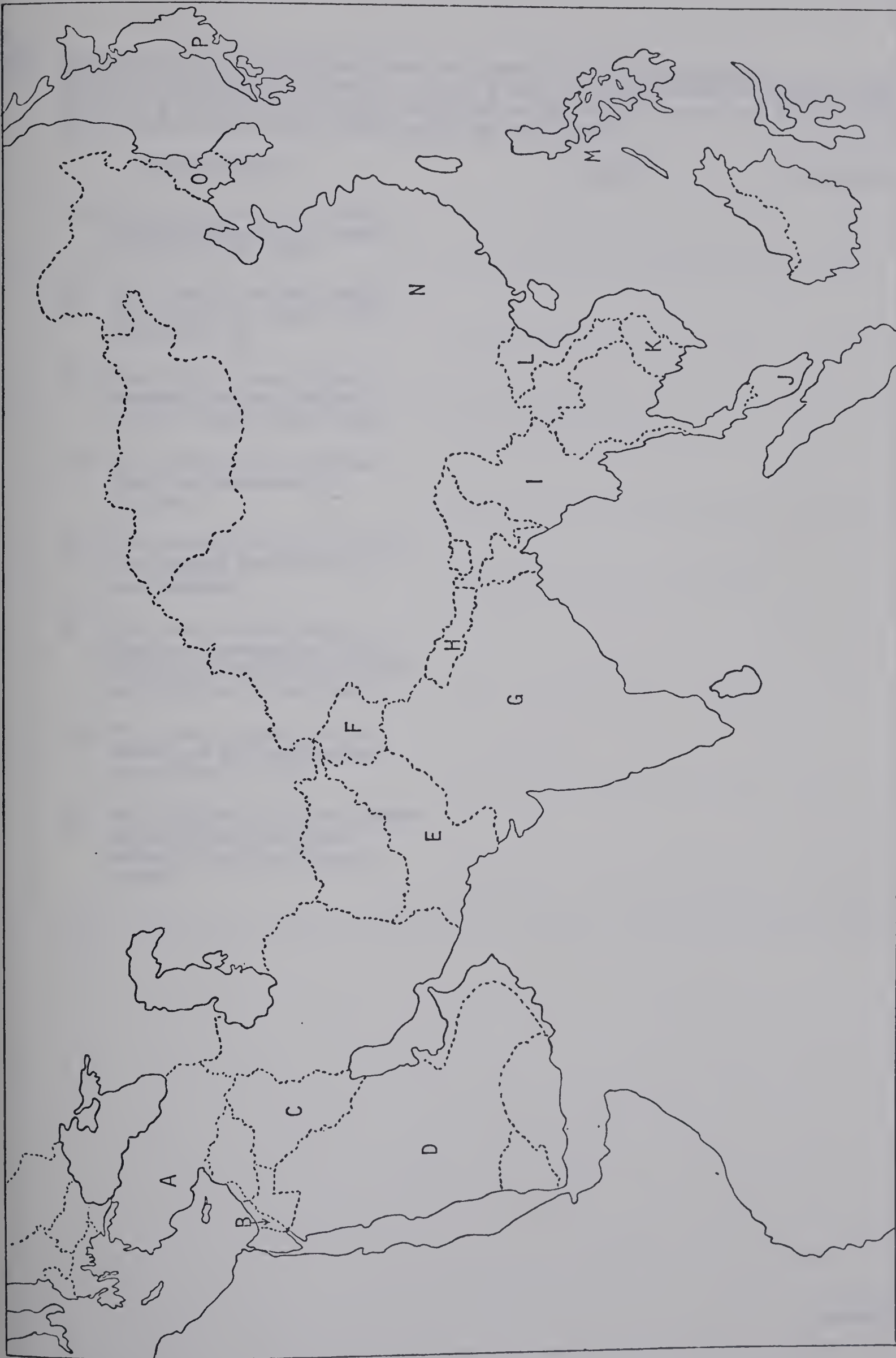
109. Why did the Halibut Treaty in 1923 mark a milestone in Canadian autonomy?

110. What differences were involved in Canada's declarations of war in 1914 and 1939?

(a) 1914

(b) 1939

111. In 1935, Canada established the Supreme Court of Canada with limited jurisdiction. What was the limitation?



values

- 8 112. Examine the map on the opposite page and answer the following questions. Each of the following statements refers to a state or territory which is marked on the map with a capital letter. Identify each state or territory by name and, in the right hand column, list the letter which marks its map location.

DESCRIPTION	NAME	LOCATION
(a) This state, part of a former British mandate, was created by the U.N. in 1948.		
(b) This state's colonial status with the U.S.A. ended after World War II.		
(c) This state, a former Class A mandate, has experienced several coups in recent years.		
(d) This state recently separated from the Federation of Malaysia.		
(e) The ownership of this territory is in dispute between India and Pakistan.		
(f) This state was the first to desire an arrangement to stay within the Commonwealth without allegiance to the Crown.		
(g) This state, a former French colony, set up a communist government in 1954.		
(h) This state was a former member of the British Empire but refused to join the Commonwealth.		

values

- 1 113. Why is Commonwealth trade not so important to Canada as it is to the rest of the Commonwealth?

- 2 114. Name TWO members of the Commonwealth who have joined within the past year.

(a)

(b)

115. What is the purpose of the Company of Young Canadians?

116. State ONE reason for the collapse of the Federation of the West Indies.

117. State ONE reason for political instability in Nigeria.

118. France has helped her former African colonies make the transition to independence by creating the French Community. Name ONE condition of membership in this organization.

Values

ESSAYS

You are required to write ONE ESSAY and the outline ONLY on another topic of your choice from the list below. (Questions 119 and 120)

30 119. Essay

Write a clear, well-planned essay of at least 250 words on ONE of the following topics. Give your essay a title. Your work will be marked for content, for logical development, for clarity, and for exactness of expression.

- I. Discuss the problems that led to a Canadian Confederation in 1867.
- II. Discuss the reasons for and the significance of the rift between Russia and China.
- III. The policies of President de Gaulle of France have created problems for the western democracies. Discuss his policies and their impact upon the western alliance.
- IV. The roots of World War I lie in the 19th century. Discuss.
- V. Describe and explain Canada's trade relations with the other countries of the Western Hemisphere.
- VI. Discuss the problems affecting unity within the Commonwealth.

[OVER]

FOR ROUGH WORK

(No marks given for work in this space)

ESSAY — FINISHED WORK

FOR ROUGH WORK

(No marks given for work in this space)

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

ESSAY — FINISHED WORK

Lined area for essay response.

10 **120.** Outline

Prepare an organized outline for the content you would propose for the second essay. Choose any one of the six topics OTHER THAN the one selected for your essay. Your outline will be judged for content and organization only.

(No marks given for work in this space)

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

(Additional space for Rough Work on page 36)

OUTLINE — FINISHED WORK

FOR ROUGH WORK

(No marks given for work in this space)

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or printed text on the page.

OUTLINE — FINISHED WORK

Lined area for writing the outline of finished work.

APPENDIX C

HIGH SCHOOL AND UNIVERSITY
MATRICULATION EXAMINATION BOARD
DEPARTMENTAL EXAMINATIONS
SOCIAL STUDIES 30X, 1967

In questions 1 to 15 inclusive, choose the BEST answer and indicate your choice on the separate ANSWER SHEET provided. Use an ORDINARY HB PENCIL. These questions carry a value of one mark each.

1. The tremendous inequalities that exist between 20th century nations include all of the following EXCEPT one. Choose the EXCEPTION.
 - A. quantity and quality of food supply
 - B. the availability of industrial resources
 - C. annual rainfall and suitability for agricultural production
 - D. numbers of people and rates of population growth
2. Extremes of high and low density of population are found in
 - A. underdeveloped countries only
 - B. both advanced and underdeveloped countries
 - C. advanced countries only
 - D. tropical or sub-tropical countries only
3. As a general rule, an advanced country which has a high population density will also have
 - A. its cities surrounded by densely settled agricultural areas
 - B. a very high rural density of population
 - C. the majority of its people engaged in primary industries
 - D. the majority of its people living in towns and cities
4. There have been three major periods of increase in world population, each of which has been associated with a revolutionary improvement in man's knowledge. The most recent of these periods began when man
 - A. began to plant crops and domesticate animals
 - B. instituted large-scale mass production
 - C. learned to control the business cycle
 - D. revived scientific enquiry and began the age of discovery
5. Great Britain's present economic problems are aggravated by all of the following EXCEPT one. Choose the EXCEPTION.
 - A. a rapidly dwindling supply of coal for industry
 - B. a gradual and continuing loss of agricultural land from 1900 to the present
 - C. industrial unrest and depression in Great Britain
 - D. low-priced competition from other countries
6. Great Britain is attempting to solve her economic problems by the use of all the following EXCEPT one. Choose the EXCEPTION.
 - A. the adoption of a new pattern of industrial location
 - B. the application of the Town and Country Planning Act
 - C. strict government controls on the free-enterprise system
 - D. frequent devaluations of its currency to stimulate exports

7. The geographic reasons for the dominance of the St. Lawrence Lowlands include all of the following EXCEPT one. Choose the EXCEPTION.
- A. the very productive nature of the agricultural land of the region
 - B. the presence of excellent waterways for ease of transportation
 - C. numerous ice-free ports for year-round shipping industry
 - D. a hinterland rich in timber and minerals
8. India's potential industrial development, if fulfilled, would lead also to improvement of her agricultural industry for all of the following reasons EXCEPT one. Choose the EXCEPTION.
- A. An enlarged urban labour force would create an expanded market for agricultural products
 - B. Surplus rural population would find gainful employment in industry
 - C. Industrialization would provide the machinery and transportation facilities now lacking
 - D. Industrialization would break down the barriers to progress in the land-owning and caste systems
9. Japan experienced a great commercial and industrial expansion during World War I and the 20-year period following. This may be explained by all of the following EXCEPT one. Choose the EXCEPTION.
- A. There was a strong anti-Western sentiment in Japan and East Asian countries
 - B. Japan provided military goods to the Allies during World War I
 - C. Western countries could not export to Japan during the war years
 - D. World War I caused a great growth of the ship-building industry in Japan
10. Regions of moderate population density tend to have all of the following conditions in common EXCEPT one. Choose the EXCEPTION.
- A. Their economies are based strongly on primary production
 - B. The bulk of investment capital is drawn from sources outside the country
 - C. Their resources are too limited in extent and diversification to support larger population densities
 - D. The demand for their specialized export commodities is subject to pressures and fluctuations beyond the producers' control
11. The country of Iran is classified as a region of
- A. moderate population density and subsistence economy
 - B. low population density and subsistence economy
 - C. moderate population density and commercial economy
 - D. high population density and transitional economy
12. The nationalization of the Anglo-Iranian Oil Company in 1951 had all of the following short-term results EXCEPT one. Choose the EXCEPTION.
- A. the withdrawal of British technical staff
 - B. an income of about one million dollars a day to Iran from oil sales
 - C. the closing of British markets to Iranian oil
 - D. the overthrow of the Iranian government

13. The expansion of industry and industrial employment in Peru is hampered by all of the following EXCEPT one. Choose the EXCEPTION.
- A. The domestic market is too poverty-stricken to be a significant consumer of manufactured goods
 - B. There appears to be no way of developing increased export markets for goods which could be produced
 - C. Social and political prestige is associated with land-owning rather than with industrial activity
 - D. Natural resources of minerals and power are too limited to permit expansion
14. To achieve even a moderate density of population, the Canadian Northland must overcome all of the following obstacles EXCEPT one. Choose the EXCEPTION.
- A. severity of climate
 - B. inaccessibility of resources
 - C. lack of agricultural potential
 - D. lack of mineral resources
15. The economic resources of the St. Lawrence area include all of the following EXCEPT one. Choose the EXCEPTION.
- A. timber
 - B. fruit
 - C. coal
 - D. tobacco

In questions 16 to 20 inclusive, each item in COLUMN I can be completed correctly by matching it with one of the items in COLUMN II. Record your choice on the separate ANSWER SHEET which is provided. Use an ORDINARY HB PENCIL. Each question is worth one mark.

COLUMN I

16. The most common form of economic activity which provides a livelihood for people is
17. A system in which each producer lives directly on what he produces leaving almost no surplus production to be sold or traded is
18. Increasing the usefulness of products by changing their form is
19. An activity that draws directly on the resources of the earth is
20. The provision of services rather than goods is

COLUMN II

- A. specialized economy
- B. primary production
- C. agriculture
- D. tertiary production
- E. secondary production
- F. consumption
- G. subsistence economy

ENERGY PRODUCTION AND CONSUMPTION BY MAJOR WORLD REGIONS 1954 AND 1962

Year Production Expressed in Million metric tons of Coal Equivalent			Consumption	
	Year	Total Energy Production	Million Metric Tons	Kgs. Per Person
World	1954 1962	3025 4646	2943 4555	1128 1465
North America	1954 1962	1216 1534	1263 1654	7115 8058
Caribbean America	1954 1962	166 285	44 87	590 923
Other America	1954 1962	18 44	44 70	426 538
Western Europe	1954 1962	559 573	671 914	2163 2747
Far East	1954 1962	118 186	127 256	167 273
Middle East	1954 1962	185 427	22 46	200 317
Oceania	1954 1962	25 34	34 49	2434 3040
Africa	1954 1962	34 81	45 63	230 308
Other Countries	1954 1962	702 1484	692 1417	777 1352

Values

Study the accompanying table, Energy Production and Consumption by Major World Regions 1954 and 1962.

In questions 21 to 25 you are required to make certain generalizations or to draw conclusions based on the information in the table and on your own knowledge of conditions in the regions named. Each answer is to be stated in one sentence in the space provided.

- 1

21.

From a comparison of the figures for 1954 and 1962, what is the trend of energy production and consumption for all of the areas of the world represented here?
- 1

22.

State ONE reason for the wide discrepancy in production and consumption totals for both the Middle East and Carribean America.
- 1

23.

State ONE reason for the discrepancy in production and consumption totals for Western Europe.
24.

Which area of those represented in the chart is the largest importer of energy? How many million metric tons were imported in 1962?
- 1

(a)

Area
- 1

(b)

Number of million metric tons imported
- 2

25.

State TWO reasons for the very large per capita consumption of energy in North America in comparison with the per capita consumption in Western Europe.

(a)

(b)
- [OVER]

Values

Read the following paragraph.

"The study of economics is an examination of how a society tries to resolve the problem of limited resources and unlimited wants. The fact of scarcity — there are not enough resources to satisfy all human desires — requires a society to make continuous choices. A society must decide what to produce, how to produce the chosen goods and services, and how to distribute the fruits of production among its members. Steel used to produce automobiles cannot be used to build railroads, buildings, or factories and tools to make more steel. The decision to make automobiles is also a decision not to produce other things which require steel. Similarly, the decision to grow peanuts one year is a decision not to produce cotton from a particular acreage."

In questions 26 to 28, select the BEST answer and indicate your choice on the ANSWER SHEET which is provided. Use an ORDINARY HB PENCIL. On the answer sheet, choose

- A — if the statement is true and its truth is supported by information given in the paragraph
- B — if the statement is true, but, its truth is not supported by information given in the paragraph
- C — if the statement is false and its falsity is supported by information given in the paragraph
- D — if the statement is false, but, its falsity is not supported by information given in the paragraph

- 1 26. An economy's resources are of three main types — land, labour, and capital.
- 1 27. Essentially, economics has to do with the allocation of resources.
- 1 28. Every society faces three basic economic problems and needs to develop some arrangements whereby these can be met.

Each of the pairs of systems at the left is illustrated by one of the countries at the right. Select the country that matches each of the pairs at the left and indicate your choice on the separate ANSWER SHEET provided. Use an ORDINARY HB PENCIL.

- | | |
|--|-----------------|
| 1 29. Dictatorship and public enterprise | A. U.S.S.R. |
| | B. U.S.A. |
| 1 30. Democracy and public enterprise | C. Nazi Germany |
| | D. Sweden |

In questions 31 to 37, select the BEST answer and indicate your choice on the separate ANSWER SHEET which is provided. Use an ORDINARY HB PENCIL. These questions are worth one mark each.

31. Which of the following might BEST be considered an advantage of having a minority government?
- A. Those programs and expenditures that the government wants will be approved
 - B. The voters are in a better position to hold the government solely responsible for what it does and does not do
 - C. The government has to be more sensitive to the will of parliament
 - D. More decisions will likely be made by senior civil servants who, because of their training and experience, are in a much better position than legislators to make wise decisions
32. Which of the following operates outside of supply and demand to determine prices in a price system?
- A. an increase in wages won by a union
 - B. a buyers' strike on the part of consumers
 - C. an abnormally high level of investment in a special issue of government bonds
 - D. none of the above
33. Assuming that all other factors are equal, unemployment due to overproduction would most likely be a serious problem in a
- A. pure socialistic economy
 - B. pure price system
 - C. centrally planned economy
 - D. largely capitalistic economy
34. "Under private property would be included small farms and small shops which individuals may operate so long as they do not hire anyone to work for them for wages. Individual farmers or shopkeepers must work by themselves; if they wish to add others and to enlarge their operations, then they must form a co-operative in which the members divide the profits among themselves."
- This statement best describes practices in
- A. Nazi Germany
 - B. Utopian Socialism
 - C. present-day Sweden
 - D. present-day U.S.S.R.
35. According to Marxian socialist theory, all but one of the following would increase in a mature, capitalistic economy. Choose the EXCEPTION.
- A. severity of depressions
 - B. class conflict
 - C. wages as a percentage of the national income
 - D. the percentage of unemployed in the population
36. Soviet planners have been able to concentrate more on the production of capital rather than consumer goods because
- A. low government wage scales do not enable Russian workers to buy many consumer commodities
 - B. the desires of the public are completely ignored in Russia's system of state planning
 - C. the Russian workers have never developed a desire for a high standard of living
 - D. consumer goods are mostly produced by private rather than state factories

AGRICULTURE—U.S. vs U.S.S.R.

GENERAL

		UNITED STATES	U.S.S.R.
POPULATION	(Millions)	182	216
AGRICULTURAL POPULATION	(Millions)	7.4 (4% of population)	(22% of population) 48.3
SOWN CROPLAND	(Millions of acres)	329	501
TRACTORS ON FARMS	(Thousands)	4770	1090

CROPS

CORN	ACREAGE	(Thousands of acres)	71,443	27,700
	YIELD	(Bushels per acre)	54.5	21.7
	PRODUCTION	(Thousands of bushels)	3,891,212	600,000
WHEAT	ACREAGE	(Thousands of acres)	51,859	148,500
	YIELD	(Bushels per acre)	26.0	11.4
	PRODUCTION	(Thousands of bushels)	1,350,339	1,700,000
SUGAR BEETS	ACREAGE	(Thousands of acres)	957	7500
	YIELD	(Bushels per acre)	17.2	7.5
	PRODUCTION	(Thousands of tons)	16,421	56,000

LIVESTOCK

CATTLE	(Millions)	97.1	75.8
HOGS	(Millions)	55.3	58.6
POULTRY	(Millions)	372.5	530.4
MEAT	(Millions of lbs.)	34,532	15,591
MILK	(Millions of lbs.)	122,920	112,500

Values

37. Hitler's attempt to blame the Jews and the Communists for Germany's economic problems BEST illustrates the concept of
- A. direction of popular discontent
 - B. indoctrination
 - C. propaganda
 - D. prejudice
-

Study the accompanying graph then classify each of the statements 38 to 42 according to the list of choices below and record your choice on the separate ANSWER SHEET which is provided. Use an ORDINARY HB PENCIL. Make your judgment in terms of the information given on the graph.

A — the item is definitely true

B — the item is probably true

C — the information given is not sufficient to indicate any degree of truth or falsity in the item

D — the item is probably false

E — the item is definitely false

- 1 38. Greater mechanization and higher efficiency in crop production result in higher yields in the U.S.A. than in the U.S.S.R.
- 1 39. Fruit farming is more widely carried on in the U.S.S.R. than in the U.S.A.
- 1 40. While the level of corn production is higher in the U.S.A. than in the U.S.S.R., the per capita production of corn is higher in the U.S.S.R.
- 1 41. The U.S.S.R. equals the U.S.A. in the production of livestock.
- 1 42. The U.S.S.R. annually plants more cropland than the U.S.A.

Values

1 43. Explain what is meant by representative government.

1 44. Explain how "consumer sovereignty" in a price system is affected by advertising.

1 45. Besides giving the general populace some sense of participation in government, what other function might a Soviet election serve?

1 46. From what "humanitarian concern" does the socialist ideal stem?

1 47. Briefly describe the role of an ombudsman.

Values

1 48. How does a traditional society view "progress"?

1 49. One of the most important phenomena of the 20th Century is called "the revolution of rising expectations" within the poor nations of the world. What contribution has the Western World made to "the revolution of rising expectations" now taking place amongst the developing nations?

1 50. How does industrial development affect the economic independence of the individual?

[OVER]

Values

Read the following quotation. Match the tasks in the left-hand column with the committees in the right-hand column and indicate your choices on the ANSWER SHEET provided. Use an ORDINARY HB PENCIL. These questions are worth one mark each.

"Central economic planning involves making a vast number of big and small decisions, each requiring specialized technical knowledge. These decisions are far beyond the ability of any small group of men. Therefore we shall have to establish in our model a great many committees."

TASKS

COMMITTEES

- | | |
|---|------------------------------------|
| 51. Determines what percentage of the nation's total capacity should be devoted to the production of capital as opposed to consumer goods | A. Central Planning Authority |
| 52. Determines how a particular state-owned factory will be equipped | B. Committee on Capital Goods |
| 53. Determines the costs of producing various commodities | C. Committee on Setting Prices |
| | D. Committee for Consumers |
| | E. Committee on Defence Production |

In questions 54 to 60, select the BEST answer and indicate your choice on the separate ANSWER SHEET which is provided. Use an ORDINARY HB PENCIL. These questions are worth one mark each.

54. All of the following are true of the "model" of any system EXCEPT one. Choose the EXCEPTION.
- A. A model exists only in the imagination.
 - B. A model is a description of a system in its simplest, purest form.
 - C. Models are designed to depict the best system that can be devised.
 - D. Models are a useful first step toward the understanding of complex realities.
55. The society of the Embu in Africa serves as an example to show that traditional societies can be broken down by
- A. internal tribal dissension
 - B. economic hardship and political disorganization
 - C. outside political, religious, and economic influence
 - D. all of the above
56. All of the following EXCEPT one, enable governments to redistribute wealth in order to equalize income. Choose the EXCEPTION.
- A. progressive personal income tax
 - B. transfer payments
 - C. free public service
 - D. a general poll tax

Values

57. India has 450 millions of people. Her population is currently increasing at the rate of a million a month. She does not produce enough food. Her industries are weak. She has little or no internal capital. She receives about 80 cents per person per year in foreign aid.

Taking into consideration these facts alone, which of the following seems to be the most reasonable first-step in approaching the problem?

- A. India's situation will be substantially improved if she uses her foreign aid for capital investment.
- B. India's government could usefully inaugurate a policy of forced saving in order to increase capital.
- C. The Indian government should take every possible step to institute a successful population policy.
- D. The government of India would be well advised to divert a greater percentage of India's labour force from agricultural to industrial production.

58. All of the following are true of Latin American trade EXCEPT one. Choose the EXCEPTION.

- A. Latin American countries trade extensively with each other.
- B. Latin America is over-dependent on revenue from foreign trade.
- C. Many Latin American countries have largely one-crop economies.
- D. Latin American exports are largely of a primary nature.

59. Majority views prevail in a democracy because they are

- A. popular
- B. right
- C. best
- D. reasonable

60. GOVERNMENT'S SHARE OF NATIONAL INCOME IN
SELECTED COUNTRIES

United Kingdom	35%	Brazil	18%
France	31%	Indonesia	15%
Canada	27%	Mexico	10%
U.S.A.	26%	India	8%

Which of these is the most reasonable conclusion to draw from these figures?

- A. Governments in Western countries play a larger role than governments in Oriental countries.
- B. The role of government increases with the size of population.
- C. The role of government is greater in wealthy countries than in poor countries.
- D. Democratic governments tend to be larger than totalitarian governments.

Read the following excerpt from the writings of John Stuart Mill, 1859, and answer the questions that follow by indicating your choice on the ANSWER SHEET provided. Use an ORDINARY HB PENCIL. These questions are worth one mark each.

"The objections to government interference, when it is not such as to involve infringement of liberty, may be of three kinds.

"The first is, when the thing to be done is likely to be better done by individuals than by the government. Speaking generally, there is no one so fit to conduct any business, or to determine how or by whom it shall be conducted, as those who are personally interested in it . . .

"The second objection is more nearly allied to our subject. In many cases, though individuals may not do the particular thing so well, on the average, as the officers of the government, it is nevertheless desirable that it should be done by them, rather than by the government, as a means to their own mental education — a mode of strengthening their active faculties, exercising their judgment, and giving them familiar knowledge of the subjects with which they are thus left to deal . . .

"The third and most cogent reason for restricting the interference of government is the great evil of adding unnecessarily to its power. Every function superadded to those already exercised by the government causes its influence over hopes and fears to be more widely diffused, and converts, more and more, the active and ambitious part of the public into hangers-on of the government, or of some party which aims at becoming the government."

61. In the quotation, Mill is arguing mostly in favour of
- A. individual freedom and liberty
 - B. greater economy in governmental administration
 - C. more efficient administration of human affairs generally
 - D. better education for the masses
62. The tenor of Mill's statement coincides best with the concept of
- A. anarchy
 - B. bureaucracy
 - C. democracy
 - D. totalitarianism

In questions 63 to 67, select the BEST answer from the four choices which are listed and indicate your selection on the separate ANSWER SHEET which is provided. Use an ORDINARY HB PENCIL. These questions are worth one mark each.

63. The term that applied to the nineteenth century policy of extending European interests to every part of the non-European world was
- A. imperialism
 - B. internationalism
 - C. militarism
 - D. nationalism
64. By the turn of the 20th century there were signs that a peaceful era was coming to an end. All of the following EXCEPT ONE were signs of this change. Choose the EXCEPTION.
- A. Britain began to lose the power which she had used to dominate Europe in the nineteenth century
 - B. Desires for markets and raw materials intensified among European powers
 - C. Intensifying rivalries among European powers brought about clashes
 - D. Many nations were overtaking the industrial lead which Britain had gained earlier and challenged her supremacy
65. After the problems of the Industrial Revolution became apparent, there began a movement to demand that economic capital and the means of production be taken out of private hands and put under public ownership. This movement was known as
- A. dialectical materialism
 - B. humanitarianism
 - C. internationalism
 - D. socialism
66. According to Karl Marx, the ultimate result of the capitalist accumulation of surplus value is that
- A. capitalists increase in number
 - B. capitalists become fewer in number
 - C. monopolies disappear
 - D. private property decreases
67. The rise of Germany as a power between 1870 and 1914 is an example or application of which generalization?
- A. A new nation can best develop by avoiding formal involvements in international politics
 - B. Being powerful exercises a compulsion on a state to seek more power by expansion
 - C. It's the greed and stupidity of the majority of human beings that keeps pushing nations into war
 - D. There have always been wars and there always will be wars

68. Read the following extracts from the Covenant of the League of Nations, 1920.

Article 10. Guarantees Against Aggression. The Members of the League undertake to respect and preserve as against external aggression the territorial integrity and existing political independence of all Members of the League.

Article 12. Disputes to be Submitted for Settlement. 1. The Members of the League agree that if there should arise between them any dispute likely to lead to a rupture, they will submit the matter either in arbitration or judicial settlement or to inquiry by the Council and they agree in no case to resort to war until three months after the award or the judicial decision, or the report by the Council.

Article 16. Sanctions of Pacific Settlement. 1. Should any member of the League resort to war in disregard of its covenants under Article 12, 13 or 15 it shall ipso facto be deemed to have committed an act of war against all other Members of the League which hereby undertake immediately to subject it to the severance of all trade or financial relations.

2. It shall be the duty of the Council in such case to recommend to the several governments concerned what effective military, naval or air force the Members of the League shall severally contribute to the armed forces to be used to protect the covenants of the League.

- 1 (a) Express Article 10 in your own words by summarizing it and showing your knowledge of the term "territorial integrity".

Space
Reserved
for Sub-
Examiners

- 2 (b) Express Article 12 in your own words by summarizing it and showing your knowledge of the term "arbitration" and give an example.

- 2 (c) Express Article 16 in your own words by summarizing it and showing your knowledge of the terms "sanctions" and "pacific".

Read the following political and social doctrines of Fascism, 1935. Questions 69 to 73 involve the use of inferences. By writing the proper letter on the separate ANSWER SHEET, indicate that a statement is TRUE, if it may be properly inferred from the information given in the reading. Indicate that it is UNTRUE, if the information given in the reading implies that it is false. Indicate that NO INFERENCE can be drawn if the statement cannot be inferred one way or the other. Use only the information given in the reading as a basis for your responses. These questions are worth one mark each.

On the separate ANSWER SHEET provided and using an ORDINARY HB PENCIL, mark

A — if the statement may be inferred as TRUE

B — if the statement may be inferred as UNTRUE

C — if NO INFERENCE can be drawn about it from the reading

The Political and Social Doctrines of Fascism, 1935

“ . . . above all, Fascism, the more it considers and observes the future and the development of humanity quite apart from political considerations of the moment, believes neither in the possibility nor the utility of perpetual peace. It thus repudiates the doctrine of Pacifism — born of a renunciation of the struggle and the act of cowardice in the face of sacrifice. War alone brings up to its highest tension all human energy and puts the stamp of nobility upon the people who have the courage to meet it.”

“Fascism denies, in democracy, the absurd conventional untruth of political equality, dressed out in the garb of collective responsibility and the myth of ‘happiness’ and indefinite progress.”

“Fascism conceives of the State as an absolute, in comparison with which all individuals or groups are relative, only to be concerned in their relations to the State.”

“Fascism desires the State to be a strong and organic body, at the same time reposing on broad and popular support. The Fascist State has drawn into itself even the economic activities of the nation, and through the corporative social and educational institutions created by it, its influence reaches every aspect of the national life and includes . . . all the political, economic and spiritual forces of the nation.”

“The Fascist State organizes the nation, but leaves a sufficient margin of liberty to the individual; the latter is deprived of all useless and possibly harmful freedom, but retains what is essential . . . the deciding power in question cannot be the individual, but the state alone.”

B. Mussolini

69. Fascism had neither a programme nor a philosophy — its sole purpose was to provide a strong government.
70. Fascism thought of society as an army, and the private citizen as a soldier whose duty it was to obey without question those in authority.
71. Fascism assumed that the class structure of society based on inequality of wealth and income was desirable and should continue.
72. The state was something far greater than all the people who composed it. It was a sort of mystical being which had a mind, a will and a purpose of its own.
73. Permanent peace is possible and is the desired goal of Fascism.

Values

- 3 74. Read the following speech made by Winston Churchill. Then interpret the theme or main idea of the speech in approximately 25 words in the space provided.

Speech to the House of Commons, June 4, 1940

“What General Weygand called the Battle of France is over. I expect the Battle of Britain is about to begin. Upon this battle depends the survival of Christian civilization. Upon it depends our own British life, and the long continuity of our institutions and our Empire. The whole fury and might of the enemy must very soon be turned on us. Hitler knows that he will have to break us in this island or lose the war. If we can stand up to him, all Europe may be free and the life of the world may move forward into broad, sunlit uplands. But if we fail, then the whole world, including the United States, including all that we have known and cared for, will sink into the abyss of a new Dark Age, made more sinister, and perhaps more protracted by the lights of perverted science. Let us therefore brace ourselves to our duties, and so bear ourselves that, if the British Empire and its Commonwealth last for a thousand years, men will say, ‘This was their finest hour.’”

Space
Reserved
for Sub-
Examiners

values

75. Read the following speech by Neville Chamberlain. Then interpret the theme or main idea of the speech in approximately 25 words in the space provided.

Chamberlain's "Appeasement" Speech
(February 21, 1938)

"For these reasons, then, my colleagues and I have been anxious to find some opportunity of entering upon conversations with the two European countries with which we have been at variance, namely, Germany and Italy, in order that we might find out whether there was any common ground on which we might build up a general scheme of appeasement in Europe"

"The peace of Europe must depend upon the attitude of the four major Powers — Germany, Italy, France and ourselves. For ourselves, we are linked to France by common ideals of democracy, of liberty and Parliamentary government On the other side we find Italy and Germany linked by affinities of outlook and in the forms of their government. The question that we have to think of is this: Are we to allow these two pairs of nations to go on glowering at one another across the frontier, allowing the feeling between the two sides to become more and more embittered, until at last the barriers are broken down and the conflict begins which many think would mark the end of civilization? Or can we bring them to an understanding of one another's aims and objects, and to such discussion as may lead to a final settlement? If we can do that, if we can bring these four nations into friendly discussion, into a settling of their differences, we shall have saved the peace of Europe for a generation."

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Space
Reserved
for Sub-
Examiners

Values

- 3 76. Two nations are involved in total war against one another. One finally emerges as the victor and a peace settlement is formulated. Do you think that the victor nation should impose harsh terms on the defeated nation or should it be lenient in its treatment of the vanquished? Provide evidence from history to back up your point of view.

Values

- 6 77. Read and analyze the following lists of opinions. From each list, choose the opinion that is out of place AND indicate in which list it should be included. THE STUDENT IS REMINDED THAT THE FOLLOWING STATEMENTS ARE MOSTLY OPINIONS AND NOT NECESSARILY FACTS.

LIST I (Opinions Without Bias)

- A. Stalin was a strong-minded ruler who worked avidly for his country.
- B. Economic conditions in the U.S.S.R. have improved under communism.
- C. The Soviet Union wants to be the first to land a man on the moon because this would put her one step ahead of the U.S.A. in the Cold War.
- D. As long as "free elections" are deferred, Germany will remain divided.

LIST II (Opinions With Bias)

- A. The Germans have been the chief troublemakers of Europe throughout history.
- B. NATO is one of the West's strongest guarantees of peace in Europe.
- C. A vote for continuing the testing of atomic bombs is a vote for Russian mutilation of the world.
- D. The real trouble with the U.N. is that its policies are controlled by representatives of new nations whose leaders are illiterate and lacking in wisdom.

LIST III (Opinions Based on Motive)

- A. Russia established the Cominform to spread communism throughout the world.
- B. The U.S.A. demands disarmament of nuclear weapons with inspection to be sure that all nuclear powers disarm.
- C. Communist China opposed Khrushchev's policy of co-existence because she felt it was a sign of deviation from Marxian doctrine.
- D. The Russian people as individuals do not compare favourably with other people in ethics and honesty.

LETTER THAT IS OUT OF PLACE

SHOULD BE INCLUDED IN LIST

LIST I (.....)

LIST II (.....)

LIST III (.....)

[OVER]

Test your understanding of the following terms by matching each with the appropriate application. On your separate ANSWER SHEET, using an ORDINARY HB PENCIL, mark the letter representing the appropriate term. These questions carry a value of one mark each.

APPLICATION	TERM
78. In 1950, six nations: West Germany, France, Italy and the Benelux nations formed the European Economic Community	A. Nationalism
79. Hitler proposed a mission for uniting the "pure Nordic race" in 1933	B. Liberalism
80. In 1918 Yugoslavia was recognized as an independent nation	C. Colonialism
81. In 1763 India came under British jurisdiction	D. Ultra-Nationalism
	E. Supranationalism

Values

82. Each of the following pairs contains a problem and the attempted solution to it. In the light of your understanding of world problems, EXPLAIN your reaction to each of the attempted solutions.

PROBLEMSATTEMPTED SOLUTIONS

1 (a) the necessity of ending the war in Japan

the decision to use the atomic bomb

1 (b) the necessity of raising living standards in Latin America

the inauguration of the Alliance for Progress in 1961

1 (c) the achievement of hemispheric solidarity in the Western Hemisphere

the formation of the Organization of American States

[OVER]

Write a clear, well-planned essay of at least 250 words on ONE of the following topics. Give your essay a title. Your essay should clearly reflect understandings that you have gained from the course. Your work will be marked for content, for logical development, for clarity, and for exactness of expression.

- ## FOR ROUGH WORK

FOR FINISHED WORK

FOR ROUGH WORK

(No marks given for work in this space)

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or printed text on the page.

FOR FINISHED WORK

APPENDIX D

TAXONOMY OF EDUCATIONAL OBJECTIVES

HANDBOOK I: COGNITIVE DOMAIN

Condensed Version

Benjamin S. Bloom, Editor

Max D. Engelhart

Walker H. Hill

Edward J. Furst

David R. Krathwohl

KNOWLEDGE

1:00 KNOWLEDGE

Knowledge, as defined here, involves the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern structure, or setting. For measurement purposes, the recall situation involves little more than bringing to mind the appropriate material. Although some alteration of the material may be required, this is a relatively minor part of the task. The knowledge objectives emphasize most the psychological processes of remembering. The process of relating is also involved in that a knowledge test situation requires the organization and reorganization of a problem such that it will furnish the appropriate signals and cues for the information and knowledge the individual possesses. To use an analogy, if one thinks of the mind as a file, the problem in a knowledge test situation is that of finding in the problem or task the appropriate signals, cues, and clues which will most effectively bring out whatever knowledge is filed or stored.

1:10 KNOWLEDGE OF SPECIFICS

The recall of specific and isolable bits of information. The emphasis is on symbols with concrete referents. This material, which is at a very low level of abstraction, may be thought of as the elements from which more complex and abstract forms of knowledge are built.

1:11 KNOWLEDGE OF TERMINOLOGY

Knowledge of the referents for specific symbols (verbal and non-verbal). This may include knowledge of the most generally accepted symbol referent, knowledge of the variety of symbols which may be used for a single referent, or knowledge of the referent most appropriate to a given use of a symbol.

To define technical terms by giving their attributes, properties, or relations.

Familiarity with a large number of words in their common range of meanings.

1:12 KNOWLEDGE OF SPECIFIC FACTS

Knowledge of dates, events, persons, places, etc. This may include very precise and specific information such as the specific date or exact magnitude of a phenomenon. It may also include approximate or relative information such as an approximate time period or the general order of magnitude of a phenomenon.

The recall of major facts about particular cultures.

The possession of a minimum knowledge about the organisms studied in the laboratory.

1:20 KNOWLEDGE OF WAYS AND MEANS OF DEALING WITH SPECIFICS

Knowledge of the ways of organizing, studying, judging, and criticizing. This includes the methods of inquiry, the chronological sequences, and the standards of judgment within a field as well as the patterns of organization through which the areas of the fields themselves are determined and internally organized. This knowledge is at an intermediate level of abstraction between specific knowledge on the one hand and knowledge of universals on the other. It does not so much demand the activity of the student in using the materials as it does a more passive awareness of their nature.

1:21 KNOWLEDGE OF CONVENTIONS

Knowledge of characteristic ways of treating and presenting ideas and phenomena. For purposes of communication and consistency, workers in a field employ usages, styles, practices, and forms which best suit their purposes and/or which appear to suit best the phenomena with which they deal. It should be recognized that although these forms and conventions are likely to be set up on arbitrary, accidental, or authoritative bases, they are retained because of the general agreement or concurrence of individuals concerned with the subject, phenomena, or problem.

Familiarity with the forms and conventions of the major types of works, e.g., verse, plays, scientific papers, etc.

To make pupils conscious of correct form and usage in speech and writing.

1:22 KNOWLEDGE OF TRENDS AND SEQUENCES

Knowledge of the processes, directions, and movements of phenomena with respect to time.

Understanding of the continuity and development of American culture as exemplified in American life.

Knowledge of the basic trends underlying the development of public assistance programs.

1.23 KNOWLEDGE OF CLASSIFICATIONS AND CATEGORIES

Knowledge of the classes, sets, divisions, and arrangements which are regarded as fundamental for a given subject field, purpose, argument, or problem.

To recognize the area encompassed by various kinds of problems or materials.

Becoming familiar with a range of types of literature.

1.24 KNOWLEDGE OF CRITERIA

Knowledge of the criteria by which facts, principles, opinions and conduct are tested or judged.

Familiarity with criteria for judgment appropriate to the type of work and the purpose for which it is read.

Knowledge of criteria for the evaluation of recreational activities.

1.25 KNOWLEDGE OF METHODOLOGY

Knowledge of the methods of inquiry, techniques, and procedures employed in a particular subject field as well as those employed in investigating particular problems and phenomena. The emphasis here is on the individual's knowledge of the method rather than his ability to use the method.

Knowledge of scientific methods for evaluating health concepts.

The student shall know the methods of attack relevant to the kinds of problems of concern to the social sciences.

1.30 KNOWLEDGE OF THE UNIVERSALS AND ABSTRACTIONS IN A FIELD

Knowledge of the major schemes and patterns by which phenomena and ideas are organized. These are the large structures, theories, and generalizations which dominate a subject field or which are quite generally used in studying phenomena or solving problems. These are at the highest levels of abstraction and complexity.

1.31 KNOWLEDGE OF PRINCIPLES AND GENERALIZATIONS

Knowledge of particular abstractions which summarize observations of phenomena. These are the abstractions which are of value in explaining, describing, predicting, or in determining the most appropriate and relevant action or direction to be taken.

Knowledge of the important principles by which our experience with biological phenomena is summarized.

The recall of major generalizations about particular cultures.

1.32 KNOWLEDGE OF THEORIES AND STRUCTURES

Knowledge of the body of principles and generalizations together with their interrelations which present a clear, rounded, and systematic view of a complex phenomenon, problem or field. These are the most abstract formulations, and they can be used to show the interrelation and organization of a great range of specifics.

The recall of major theories about particular cultures.

Knowledge of a relatively complete formulation of the theory of evolution.

INTELLECTUAL ABILITIES AND SKILLS

Abilities and skills refer to organized modes of operation and generalized techniques for dealing with materials and problems. The materials and problems may be of such a nature that little or no specialized and technical information is required. Such information as is required can be assumed to be part of the individual's general fund of knowledge. Other problems may require specialized and technical information at a rather high level such that specific knowledge and skill in dealing with objectives emphasize the mental processes of organizing and re-organizing material to achieve a particular purpose. The materials may be given or remembered.

2.00 COMPREHENSION

This represents the lowest level of understanding. It refers to a type of understanding or apprehension such that the individual knows what is being communicated and can make use of the material or idea being communicated without necessarily relating it to other material or seeing its fullest implications.

2.10 TRANSLATION

Comprehension as evidenced by the care and accuracy with which the communication is paraphrased or rendered from one language or form of communication to another. Translation is judged on the basis of faithfulness and accuracy, that is, on the extent to which the material in the original communication is preserved although the form of the communication has been altered.

The ability to understand non-literal statements (metaphor, symbolism, irony, exaggeration).

2.20 INTERPRETATION

The explanation or summarization of a communication. Whereas translation involves an objective part-for-part rendering of a communication, interpretation involves a reordering, rearrangement, or a new view of the material.

The ability to grasp the thought of the work as a whole at any desired level of generality.

The ability to interpret various types of social data.

2.30 EXTRAPOLATION

The extension of trends or tendencies beyond the given data to determine implications, consequences, corollaries, effects, etc., which are in accordance with the conditions described in the original communication.

The ability to deal with the conclusions of a work in terms of the immediate inference made from the explicit statements.

Skill in predicting continuation of trends.

3.00 APPLICATION

The use of abstractions in particular and concrete situation. The abstractions may be in the form of general ideas, rules of procedures, or generalized methods. The abstractions may also be technical principles, ideas, and theories which must be remembered and applied.

Application to the phenomena discussed in one paper of the scientific terms or concepts used in other papers.

The ability to predict the probable effect of a change in a factor on a biological situation previously at equilibrium.

4.00 ANALYSIS

The breakdown of a communication into its constituent elements or parts such that the relative hierarchy of ideas is made clear and/or the relations between the ideas expressed are made explicit. Such analyses are intended to clarify the communication, to indicate how the communication is organized, and the way in which it manages to convey its effects, as well as its basis and arrangement.

4.10 ANALYSIS OF ELEMENTS

Identification of the elements included in a communication.

The ability to recognize unstated assumptions.

Skill in distinguishing facts from hypotheses.

4.20 ANALYSES OF RELATIONSHIPS

The connections and interactions between elements and parts of a communication.

5.30 DERIVATION OF A SET OF ABSTRACT RELATIONS

The development of a set of abstract relations either to classify or explain particular data or phenomena, or the deduction of propositions and relations from a set of basic propositions or symbolic representations.

Ability to formulate appropriate hypotheses based upon an analysis of factors involved, and to modify such hypotheses in the light of new factors and considerations.

Ability to make mathematical discoveries and generalizations.

6.00 EVALUATION

Judgments about the value of material and methods for given purposes. Quantitative and qualitative judgments about the extent to which material and methods satisfy criteria. Use of a standard of appraisal. The criteria may be those determined by the student or those which are given to him.

6.10 JUDGMENTS IN TERMS OF INTERNAL EVIDENCE

Evaluation of the accuracy of a communication from such evidence as logical accuracy, consistency, and other internal criteria.

Judging by internal standards, the ability to assess general probability of accuracy in reporting facts from the care given to exactness of statement, documentation, proof, etc.

6.20 JUDGMENTS IN TERMS OF EXTERNAL CRITERIA

Evaluation of material with reference to selected or remembered criteria.

The comparison of major theories, generalizations, and facts about particular cultures.

Judging by external standards, the ability to compare a work with the highest known standards in its field -- especially with other works of recognized excellence.

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